

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**       **Embalming**  
**Career Cluster:**     **Health Science**

<b>CCC</b>	
CIP Number	0312030101
Program Type	College Credit Certificate (CCC)
Program Length	31 credit hours
CTSO	HOSA
SOC Codes (all applicable)	39-4011 Embalmers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Funeral Services AS degree program (1312030100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 program is designed to prepare students for employment as embalmers SOC Code 39-4011 Embalmers or to provide supplemental training for persons previously or currently employed in this occupation. The Embalming Certificate holder may take the Florida Laws and Rules Exam to practice as a licensed embalmer according to Chapter 497 as approved by the Florida Department of Financial Services, Division of Funeral, Cemetery and Consumer Services.

The intended outcomes are the same as the adopted curricular objectives of the American Board of Funeral Service Education. The certificate program is not accredited by the American Board of Funeral Service Education and is valid for the state of Florida only.

The content includes but is not limited to techniques of embalming and restorative art, funeral law, public health and sanitation, human anatomy, chemistry, microbiology and pathology microbiology and pathology.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Upon completion of the Embalming Certificate program, certificate holders are qualified to write the Florida Department of Financial Services, Division of Funeral, Cemetery and Consumer Services for approval to take the state licensing exam. The program is approved by the Florida Department of Financial Services, Division of Funeral, Cemetery and Consumer Services according to 69K-16.001.

One year of internship is required in the State of Florida for the embalmer license. Upon completion of the internship, students are eligible to write the Florida state examination for the embalmer license.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupation Students of America, Inc (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Perform the basic techniques of embalming, restorative art, and cosmetology.
- 13.0 Explain the concepts of death, disinfection, preservation, and restoration of a dead human body.
- 14.0 Identify fundamental principles of personal and public health protection measures, and define the embalmer's obligation to this function.
- 15.0 Identify, define, and employ the necessary technical terminology to facilitate communication and cooperation with members of allied professions and the public.
- 16.0 Give of personal manifestation of continued professional growth through education and research.
- 17.0 Identify those common conditions surrounding death, which may prove of potential concern to the forensic pathologist.
- 18.0 Take care of the dead in a manner, which recognizes the inherent dignity of man.
- 19.0 Identify the privileges of and be able to, through professional practices, fulfill the responsibilities of licensure.
- 20.0 Identify and comply with the laws pertaining to funeral service practice and public health.
- 21.0 Recognize the importance of inter-professional and intra-professional relationship and responsibilities.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:**           **Embalming**  
**CIP Number:**           **0312030101**  
**Program Length:**       **31 credit hours**  
**SOC Code(s):**           **39-4011**

This certificate program is part of the Funeral Services AS degree program (1312030100). At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat the intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Embalmer: (12-21)**

- 12.0 Perform the basic techniques of embalming and restorative art and cosmetology–The student will be able to:
- 12.01 Demonstrate a knowledge of the body systems, with special emphasis on the circulatory system, to the degree needed to give him a working basis for studies in such related subjects as Embalming, Pathology, Public Health, and Restorative Art.
  - 12.02 Specify representative chemicals in embalming fluids (arterial, cavity and accessory) and give their respective functions.
  - 12.03 Describe the basic theories and laws of chemistry and relate their importance to both the living and deceased.
  - 12.04 Identify and demonstrate the use of standard embalming instruments, machines and accessories.
  - 12.05 Describe prior to, and during the procedure of embalming, the problems presented by disease processes and etiological factors.
  - 12.06 Identify potentially harmful chemicals used in the preparation room, and the precautions to be taken with each.
  - 12.07 Elate specified types of restoration to the correct embalming procedures.
  - 12.08 Select, from a specified cosmetic medium, the correct colorants (compounds) to achieve a natural appearance under various conditions.
  - 12.09 Exhibit a skill in modeling which reflects his ability to restore a problem case.
  - 12.10 Interpret a photograph by evaluating the highlights and shadows, equal and unequal facial proportions, the specific form of the head, and the chief characteristics of each feature.
  - 12.11 Identify and describe the norms of the head and face (direct and profile views), and each of the four facial features – identify four variations of these norms.
  - 12.12 Classify and explain the principles of pigmentary (color) mixtures, and relate their application to cosmetic compounds and the influence of adjacent colors on one another in the funeral setting.
  - 12.13 Name and locate three external body structures of the skull and explain how each influences surface form.
  - 12.14 Identify and describe the use of various cosmetic and restorative materials and equipment.
- 13.0 Explain the concepts of death, disinfection, preservation and restoration of a dead human body–The student will be able to:
- 13.01 Explain the common types of death.
  - 13.02 Identify the physical states of matter and differentiate between physical and chemical changes.
  - 13.03 Identify essential characteristics of autolysis, hydrolysis fermentation, and putrefaction in the area of the chemistry of decomposition.
  - 13.04 Identify the essential characteristics of carbohydrates, lipids, and proteins in the area of basic biochemistry.
  - 13.05 Define organic chemistry and describe characteristic features of aliphatic and cyclic compounds, hydrocarbons, alcohols, aldehydes, ketones, acids, esters, ethers, and amines.



- 13.06 Identify and describe the prerequisites for specified restorative and cosmetic treatments.
- 14.0 Identify fundamental principles of the personal and public health protection measures, and define the embalmer's obligation to this function—The student will be able to:
- 14.01 Explain the embalming-disinfection process as a public health procedure.
  - 14.02 Describe infections processes and explain the methods of transmission and control of common infectious diseases, with special emphasis upon their applications to the environment of the embalmer, the funeral director, and the public.
  - 14.03 Identify and explain special treatments for cases involving common infections, traumatic and pathological conditions.
  - 14.04 Recognize the pathological conditions which require special procedures in the removal, handling, preparation and disposition of human remain.
  - 14.05 Apply infection control techniques according to Center for Disease Control (CDC) guidelines.
  - 14.06 Document the relationship between his understanding of normal structure and functions of the human body and his development of healthful living habits.
  - 14.07 Describe and demonstrate personal and environmental disinfection and decontamination procedures; explain proper use of major chemical disinfectants.
- 15.0 Identify, define and employ necessary technical terminology to facilitate communication and cooperation with members of allied professions and the public—The student will be able to:
- 15.01 Demonstrate his acquisition and understanding of anatomical terminology at a level that will enable him to communicate effectively with members of allied professions and the lay public.
  - 15.02 Identify common laboratory procedures and the common units of scientific measurement.
  - 15.03 Identify the characteristic features of solution, suspensions, and emulsions, and the processes of diffusion including osmosis, dialysis and hydrolysis.
  - 15.04 Identify a list of elements and their valences, radicals, ions, compounds and reactions related to problems faced by the embalmer and funeral director, and give their symbols, formulas, and equations.
  - 15.05 Differentiate between the beneficial micro-organisms and the actual pathogens and opportunists commonly associated with both the living human host dead human remains.
  - 15.06 Demonstrate an understanding of host parasite relations and interactions, and the requirements for successful parasitism.
  - 15.07 Identify host defense mechanisms and demonstrate general knowledge of innate, natural and active immunologic responses.
- 16.0 Give evidence of personal manifestation of continued professional growth through education and research—The student will be able to:
- 16.01 Identify the reasons one should cooperate in community programs for controlling disease and promoting medical research.
  - 16.02 Give evidence of his appreciation of, and interest in, the human body as a subject for independent study and continuing intellectual growth.

- 17.0 Identify those common conditions surrounding death which may prove of potential concern to the forensic pathologist—The student will be able to:
- 17.01 Identify and explain those special conditions attending a death whereby notification of the death is required to be given to the proper official (such as Coroner, Public Health Officer, Veterans Administration, etc.).
  - 17.02 Identify the technical manifestations of death, which may be of medico-legal significance.
- 18.0 Take care of the dead in a manner which recognizes the inherent dignity of man—The student will be able to:
- 18.01 Give evidence of respect for human remains.
  - 18.02 Ensure that such respect is communicated to all internal and external contacts.
- 19.0 Identify and comply with the laws pertaining to funeral service practice and public health—The student will be able to:
- 19.01 Explain the nature of the right of the funeral director to take custody of a dead body, and the length of time such custody may be exercised.
  - 19.02 Explain the legal procedures for recovering the body.
  - 19.03 Explain the theory governing the right to recover for mutilation of a body, and the reasons for recovery of damages when mutilation results from negligence.
  - 19.04 Explain the duty of the funeral director/embalmer regarding the personal effects of a decedent.
  - 19.05 Explain the duty of the funeral director/embalmer for compliance with the Federal Trade Commission Funeral Rules.
  - 19.06 Explain how the remains may be transported by common carrier.
  - 19.07 Explain the legal consideration where persons die without medical attention.
  - 19.08 Explain the general order of nearest of kin including all relatives
  - 19.09 Explain/discuss two reasons for filing an embalming report for each body prepared by the funeral home.
  - 19.10 Discuss two classes of bodies legally available for dissection.
  - 19.11 Explain the legal doctrine regarding the photographing of dead body.
  - 19.12 Describe the legal basis for funeral service licensure stating the legal obligation of funeral and its purpose.
  - 19.13 Discuss whether a dead body may be the subject of an action of replevin.
  - 19.14 Explain the authority of a ship over dead bodies.
  - 19.15 Discuss the restrictions on burials of those dying of a communicable disease.
  - 19.16 Discuss the conditions under which a dead body must be embalmed.
  - 19.17 Explain the effect of the decedent's wishes with respect to exercising the right and duty of disposition.
  - 19.18 Define cremation and list the circumstances under which it is illegal.
  - 19.19 Define and give the purpose of a Coroner's/Medical investigator's inquest and inquiry.
  - 19.20 Distinguish between the property and no-property theories of dead human bodies.
- 20.0 Manage personnel, facilities, and other resources—The student will be able to:

- 20.01 Recognize the need for confidentiality of funeral home records, family records and financial data.
  - 20.02 Maintain staff communications.
  - 20.03 Identify equipment necessary for the removal of an adult, child or infant from hospital, residence or other place of death.
  - 20.04 Identify the procedures for dressing and casketing the remains.
  - 20.05 Identify the procedures for placing the deceased in a visitation room.
  - 20.06 Identify equipment needed to accomplish interment, inurement, and entombment.
- 21.0 Recognize the importance of inter-professional and intra-professional relationship and responsibilities—The student will be able to:
- 21.01 Identify common interest areas existing between funeral directors and news media, the legal profession, and hospital administrators.
  - 21.02 Describe the structure and function of the Conference of Funeral Service Examining Boards, Inc.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Biotechnology Laboratory Specialist  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0341010101
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	SkillsUSA; HOSA
SOC Codes (all applicable)	19-4021 Biological Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Biotechnology AS degree program (1341010100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of Biotechnology, Chemistry, Statistics, and Health courses providing sound workforce content along with both academic preparation and industry-standard technical skills needed to advance education and careers in the biotechnology career cluster. This certificate provides for development of technical ability, including competency-based applied learning to develop and enhance 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 biotechnology career cluster.

The content includes but is not limited to broad biology and chemistry concepts, statistical analysis, documentation procedures, basic and advanced laboratory techniques and concepts, working in a regulated environment, and biohazard and safety procedures.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these

occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

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

SkillsUSA and HOSA are the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate knowledge of the role of biotechnology in biomedicine, industry, agriculture and the environment.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Recognize and practice safety and security procedures.
- 05.0 Recognize and practice laboratory contamination and reagent control procedures
- 06.0 Demonstrate an understanding of information technology applications in biotechnology.
- 07.0 Demonstrate employability skills.
- 08.0 Demonstrate Collegiality and Team skills
- 09.0 Apply basic math and science skills.
- 10.0 Demonstrate communication skills.
- 11.0 Demonstrate safety skills.
- 12.0 Demonstrate basic laboratory skills.
- 13.0 Demonstrate regulatory compliance.

- 14.0 Demonstrate appropriate decision making and problem solving techniques.
- 15.0 Demonstrate specific laboratory skills.
- 16.0 Demonstrate quality assurance/control.
- 17.0 Maintain facility & equipment
- 18.0 Demonstrate an understanding of proper care/use of test animals/plants.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Biotechnology Laboratory Specialist  
**CIP Number:**  
**Program Length:** 30 credit hours  
**SOC Code(s):** 19-4021

This certificate program is part of the Biotechnology AS degree program (1326061600). At the completion of this program, the student will be able to:

**Biotechnology Foundations (1-9)**

- 01.0 Demonstrate knowledge of the role of biotechnology in biomedicine, industry, agriculture and the environment. – The student will be able to:
- 01.01 Identify the applications of biotechnology in academia, medicine and industry.
  - 01.02 Recognize the different types of employment positions in biomedical, industrial, agricultural, and related biotechnology fields.
  - 01.03 Describe the differences between academic research and biotechnology industrial applications.
  - 01.04 Identify the different training skills need to work in the biotechnology industry.
  - 01.05 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on biotechnology.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.06 Use appropriate scientific and medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for others and maintain good interpersonal relationships.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.09 Analyze elements of communication using a sender-receiver model.
  - 02.10 Distinguish between and report subjective and objective information.
  - 02.11 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.02 Demonstrate procedures for accurate documentation and record keeping.
  - 03.03 Differentiate between legal and ethical issues in research and industry.

- 03.04 Describe a code of ethics consistent with research occupations.
- 03.05 Identify and compare personal, professional, and organizational ethics.

04.0 Recognize and practice safety and security procedures. – The student will be able to:

- 04.01 Recognize safe and unsafe working conditions and report safety hazards.
- 04.02 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 04.03 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 04.04 Demonstrate proper body mechanics and ergonomics.
- 04.05 Describe fire, safety, disaster and evacuation procedures.
- 04.06 Discuss biohazard trash stream control.
- 04.07 Demonstrate procedures for declaring a laboratory emergency and/or responding with appropriate institutional procedures.

05.0 Recognize and practice laboratory contamination and reagent control procedures. – The student will be able to:

- 05.01 Define principles of contamination control including standard and transmission based precautions.
- 05.02 Demonstrate knowledge of asepsis and practice procedures such as hand-washing and isolation.
- 05.03 Demonstrate knowledge of chemical cross-contamination control between reagents from weighing implements, storage containers and media.
- 05.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 05.05 Describe how to receive materials and recognize out-of-date or expired reagents.

06.0 Demonstrate an understanding of information technology applications in biotechnology. – The student will be able to:

- 06.01 Describe technology applications in biotechnology.
- 06.02 Define terms and demonstrate basic computer skills.
- 06.03 Recognize differences between primary scientific references and secondary information sources.
- 06.04 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

07.0 Demonstrate employability skills. – The student will be able to:

- 07.01 Identify personal traits or attitudes desirable in a member of the team.
- 07.02 Exemplify basic professional standards of workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 07.03 Identify documents that may be required when applying for a job.
- 07.04 Write an appropriate resume.



- 07.05 Conduct a job search.
  - 07.06 Complete a job application form correctly.
  - 07.07 Recognize and examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 07.08 Identify acceptable work habits.
  - 07.09 Recognize appropriate affective/professional behavior.
  - 07.10 Compare careers within the biotechnology industry, analytical testing and research science career pathways (bioinformatics, pharmacogenomics, testing and analytical services, diagnostic services, therapeutic services, health informatics, bioinformatics, formulation, support services or biotechnology research and development).
- 08.0 Demonstrate Collegiality and Team skills
- 08.01 Identify the general roles and responsibilities of the individual members of the team.
  - 08.02 Identify characteristics of effective teams.
  - 08.03 Recognize methods for building positive team relationships.
  - 08.04 Analyze attributes and attitudes of an effective leader.
  - 08.05 Recognize factors and situations that may lead to conflict.
  - 08.06 Demonstrate effective techniques for managing team conflict.
- 09.0 Apply basic math and science skills. – The student will be able to:
- 09.01 Draw, read, and report on graphs, charts and tables.
  - 09.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 09.03 Make, use and convert using both traditional and metric units.
  - 09.04 Make estimations and approximations and judge the reasonableness of the result.
  - 09.05 Convert from regular to 24 hour time.
  - 09.06 Demonstrate ability to evaluate and draw conclusions.
  - 09.07 Organize and communicate the results obtained by observation and experimentation.
  - 09.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 09.09 Calculate ratios

Biotechnology Laboratory Specialist ( 10-18)

- 10.0 Demonstrate communication skills as related to biotechnology. – The student will be able to:
- 10.01 Make professional oral & written presentations.
  - 10.02 Comprehend and use correct technical vocabulary.
  - 10.03 Follow/analyze protocol.
  - 10.04 Keep accurate records.
  - 10.05 Take notes on procedures.
  - 10.06 Write or update SOP's protocols, reports and technical summaries.
  - 10.07 Perform computerized research and web searches.
  - 10.08 Perform basic applications in word processing, spread sheets, databases, presentations and project management.
  - 10.09 Navigate the internet.
- 11.0 Demonstrate safety skills. – The student will be able to:
- 11.01 Identify first aid supplies, co-worker contact, medical information, and emergency protection and evacuation plan.
  - 11.02 Follow correct safety procedures, guidelines and chemical hygiene plans.
  - 11.03 Maintain required safety training.
  - 11.04 Maintain a safe work area.
  - 11.05 Maintain and utilize safety equipment & personal protection equipment.
  - 11.06 Check expiration dates, lot numbers & labels for hazards.
  - 11.07 Monitor usage and exposure of biohazards.
  - 11.08 Handle, store and dispose of hazardous materials per MSDS, other safety guidelines & Worker Protection Standards (WPS).
  - 11.09 Follow standard precautions for biological pathogens.
  - 11.10 Store chemicals and biologicals according to storage guidelines.
- 12.0 Demonstrate basic laboratory skills. – The student will be able to:
- 12.01 Obtain and read protocol, test procedure, standard operating procedure (SOP) & proper forms.
  - 12.02 Prioritize & perform multiple tasks in a timely manner.
  - 12.03 Clean, organize and sterilize materials, when required.
  - 12.04 Check and maintain equipment, logs & perform preventative maintenance tasks according to schedule.
  - 12.05 Order inventory of supplies; date/label reagents.
  - 12.06 Practice aseptic technique.
  - 12.07 Use titration/pipetting techniques; measure volume/weights.
  - 12.08 Perform basic calculations and statistical analysis.
  - 12.09 Calculate and prepare dilutions series.
  - 12.10 Prepare solutions and reagents for laboratory use.
  - 12.11 Obtain and review appropriate procedures & test forms.
  - 12.12 Collect and set up samples for analysis.
  - 12.13 Set up general laboratory tests, including, setup equipment and instrumentation & perform/document tests and results.
- 13.0 Demonstrate regulatory compliance. – The student will be able to:

- 13.01 Accept state, local and industry regulations.
- 13.02 Comply with principles using current Good Experimental Practices (GXP).
- 14.0 Demonstrate appropriate decision making and problem solving techniques. – The student will be able to:
  - 14.01 Identify decision to be made and compare alternatives.
  - 14.02 Apply decision making skills in the workplace.
  - 14.03 Make decisions based on values and goals.
  - 14.04 Evaluate the decision made.
  - 14.05 Apply problem solving techniques in the workplace.
  - 14.06 Be sensitive to multicultural & nonsexist dimensions of problem solving.
- 15.0 Demonstrate specific laboratory skills. – The student will be able to:
  - 15.01 Identify and quantify microorganisms and cells using manual & automated systems.
  - 15.02 Isolate, maintain & store pure cultures
  - 15.03 Harvest cells & recover effluent products.
  - 15.04 Decontaminate and/or dispose of equipment, glassware, biologicals.
  - 15.05 Perform microbiology skills, including but not limited to, plating techniques, isolating and characterizing cell lines.
  - 15.06 Perform immunological techniques, including but not limited to, enzyme-linked immunoabsorbent assays, use of monoclonal and polyclonal antibodies, and Western blot techniques.
  - 15.07 Perform genetic engineering and molecular biology techniques, including isolate & analyze nucleic acid isolation, polymerase chain reaction, and construct recombinant vectors.
  - 15.08 Perform additional specific skills, including but not limited to electrophoresis of RNA, DNA & proteins.
  - 15.09 Separate, isolate or characterize proteins, including but not limited to, monitoring protein stability, disrupt cells, protein gels, Western blotting, precipitate soluble proteins, concentrate (filter & dialyze) proteins, quantitative proteins, and enzyme activity assays.
  - 15.10 Perform chemical assays including measuring turbidity, viscosity, & density, quantitative analysis, distillation techniques, titration techniques, employing dyes and indicators, lypholization & organic chemistry techniques, and perform extractions
- 16.0 Demonstrate quality assurance/ control. – The student will be able to:
  - 16.01 Perform quality tests and document results.
  - 16.02 Verify test standards and maintain QA records.
  - 16.03 Archive samples and documents.
- 17.0 Maintain facility & equipment. – The student will be able to:
  - 17.01 Monitor/record the environmental condition of the facility refrigerators, freezers and incubators.
  - 17.02 Notify appropriate personnel if sampling indicates a problem.

- 17.03 Clean work area according to SOPs.
  - 17.04 Label equipment.
  - 17.05 Check calibration & perform systems diagnostics
  - 17.06 Perform or schedule preventive maintenance.
  - 17.07 Maintain equipment logs.
  - 17.08 Demonstrate use of common tools including wrenches, pliers, and drivers used to maintain equipment and attach gear, such as gas cylinders and hoses.
- 18.0 Demonstrate an understanding of proper care/use of test animals/plants. – The student will be able to:
- 18.01 Explain the special requirements of receiving and transporting animals.
  - 18.02 Demonstrate knowledge of a vivarium.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Assisting Technology and Management – ATD  
**Program Type:** ATD (Applied Technology Diploma)  
**Career Cluster:** Health Science

	<b>CC</b>	<b>PSAV</b>
Program Number	N/A	H170105
CIP Number	0351060108	0351060109
Grade Level	Applied Technology Diploma (ATD)	30, 31
Standard Length	50 credit hours	1230 clock hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	31-9091 Dental Assistants 31-9099 Healthcare Support Workers, All Other	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10	

### **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 program is designed to prepare students for employment as dental assistants 66002 (SOC code 31-9091), educational managers for dental companies, and dental assisting educators. The program will prepare students for the Dental Assisting National Board Examination as well as state requirements. The program should meet the requirements of the Commission on Dental Accreditation of the American Dental Association and standards recommended by the Florida Board of Dentistry.

Dental assisting programs accredited by the American Dental Association Council on Dental Accreditation are required to implement enrollment and admissions criteria that include a high school diploma, its equivalent, or an advanced degree.

The content includes, but is not limited to, dental office and patient management, basic dental laboratory procedures, dental and general anatomy, dental terminology, nutrition, dental instrument and equipment utilization, microbiology, dental pharmacology and anesthesia, chairside assisting and expanded functions, dental office emergencies/CPR, dental radiography, maintenance and asepsis of dental operatory and instrumentation, dental specialty procedures, employability skills, leadership and human relations skills, ethics and jurisprudence, dental materials and preventive dentistry.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Program Structure**

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit. A public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college.

### **PSAV Program**

When offered at the district level, this program is a planned sequence of instruction consisting of two (2) occupational completion points and the courses as shown below.

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	DEA0720	Dental Sterile Technician	160 hours	31-9099
C	DEA0721	Dental Assistant 1	215 hours	31-9091
	DEA0722	Dental Assistant 2	315 hours	
	DEA0723	Dental Assistant 3	450 hours	

### **Community College**

When offered at the community college level, this ATD program is part of the Dental Assisting Technology and Management AS (1351060104) and has a program length of 50 credits.

### **Laboratory and Clinical Activities**

Laboratory activities are an integral part of this program and are integrated with the didactic portion of the program. These activities include instruction in the use of safety procedures, instruments, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Field Internship Activities: Clinical experiences are integrated with the didactic portion of this program. Clinical experience assisting a dentist must be an integral part of the educational program designed to perfect students' competence in performing dental assisting functions,

rather than to provide basic instruction. The major portion of the students' time in clinical assignments must be spent assisting with or participating in patient care. Prior to clinical assignments, students demonstrate minimum competence in performing the procedures which they will be expected to perform in their clinical experience.

### **Special Notes**

Either a community college or school district may offer the ATD program. A community college may offer as either college credit or vocational credit. A vocational technical center may offer as vocational credit only. Students completing an ATD at a vocational technical center will be awarded the guaranteed college credit upon enrollment at the community college.

Minimum entrance requirements for this program includes a high school diploma or GED. Students must meet the minimum basic skills to complete this program.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

No fees will be charged for the transfer of credit from a technical center to a community college. The established statewide fee structure will be adhered to by both delivery systems.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

This program should meet the most current edition of the American Dental Association Accreditation Standards for Dental Assisting Education Programs (c.1992). For further information, contact: American Dental Association Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, Illinois 60611.

<http://www.ada.org/prof/ed/accred/standards/index.asp>

For Florida information contact the Florida Agency for Health Care Administration (AHCA), Division of Health Quality Assurance, Board of Dentistry, 4052 Bald Cypress Way, Tallahassee, FL 32399, 850/245-4161.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

Some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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). For further information, see Rule 6A-6.0312, F.A.C., Course Modifications for Exceptional Students, and the latest pertinent Technical Assistance Paper (<http://www.fldoe.org/ese/tap-home.asp>).

### **Articulation**

The information related to the guaranteed transfer of credit between an ATD program and AS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS degree articulation agreements please visit, [http://www.fldoe.org/articulation/pdf/ATD\\_to\\_ASandAAS\\_ArticulationAgreemts.pdf](http://www.fldoe.org/articulation/pdf/ATD_to_ASandAAS_ArticulationAgreemts.pdf)

### **Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS/AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 50 credits. When offered at a technical center the standard length of this program is 1230 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.

- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Use Dental Terminology.
- 13.0 Describe the legal and ethical responsibilities of the dental health care worker.
- 14.0 Identify structures and explain functions and pathologies of dental and head and neck anatomy.
- 15.0 Identify principles of microbiology and disease prevention and perform infection control procedures.
- 16.0 Identify, describe, maintain and utilize dental instruments and equipment.
- 17.0 Record patient assessment and treatment data.
- 18.0 Describe principles and perform techniques of preventive dentistry.
- 19.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry.
- 20.0 Identify properties and uses, and manipulate dental materials.
- 21.0 Identify and perform standard dental film, digital and carpal radiographic procedures.
- 22.0 Describe functions of the dental business office and perform dental business office procedures.
- 23.0 Perform chairside assisting for general dentistry and specialty procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Dental Assisting Technology and Management – ATD**  
**PSAV Number: H170100**

**PSAV Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Healthcare Support Worker – 90 Hours – SOC Code 31-9099**

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

**Health Science Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Science Core in any other health occupations program do not have to repeat intended outcomes 01-11**

At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:
  - 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a healthcare team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Recognize methods for building positive team relationships.
  - 01.09 Analyze attributes and attitudes of an effective leader.
  - 01.10 Recognize factors and situations that may lead to conflict.
  - 01.11 Demonstrate effective techniques for managing team conflict.
  - 01.12 Describe factors that influence the current delivery system of healthcare.
  - 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
  
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:
  - 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.

- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.

- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills—The student will be able to:
  - 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
  - 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
  - 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.

- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios

**Course Number: DEA0720**  
**Occupational Completion Point: B (17-20)**  
**Dental Sterile Technician – 160 Hours – SOC Code 31-9099**

- 12.0 Use dental terminology--The student will be able to:
  - 12.01 Identify and define common dental terms.
  - 12.02 Demonstrate the use of proper dental terminology in the dental environment.
- 13.0 Describe the legal and ethical responsibilities of the dental health care worker--The student will be able to:
  - 13.01 Define commonly used legal vocabulary relating to dentistry.
  - 13.02 Describe ethical considerations/obligations in the dental team-patient relationship.
  - 13.03 Explain risk management.
  - 13.04 Identify areas of Florida Statute 466 and Rule 64B5-16 FAC applicable to practice by the dental health workers.
  - 13.05 Implement appropriate Joint Commission patient safety goals.
- 14.0 Identify structures and explain functions and pathologies of dental and general head and neck anatomy--The student will be able to:
  - 14.01 Identify structures and functions of head and neck anatomy including bones, muscles, sinuses, salivary glands, nerves and blood vessels.
  - 14.02 Identify embryonic development of head, oral cavity, and teeth.
  - 14.03 Identify teeth and their landmarks.
  - 14.04 Describe the histological components of the head, oral cavity, and elements of the teeth and supporting structures.
  - 14.05 Recognize and describe oral pathological conditions.
- 15.0 Identify principles of microbiology and disease prevention and perform infection control procedures--The student will be able to:
  - 15.01 Differentiate between pathogenic and non-pathogenic microorganisms.
  - 15.02 Describe pathogens and modes of disease transmission.
  - 15.03 Differentiate between aseptic and non-aseptic environments.
  - 15.04 Perform aseptic handwashing technique.
  - 15.05 Describe and apply methods of cleaning, disinfection and sterilization.
  - 15.06 Identify chemicals and their uses for controlling the spread of disease in the dental environment.
  - 15.07 Identify and practice the current CDC guidelines for infection control in dental healthcare settings.
  - 15.08 Describe the duties of the dental office safety coordinator.
  - 15.09 Identify areas of the OSHA Bloodborne Pathogens Standard (29CFR-1910.1030) applicable to the dental office environment

- 16.0 Identify, describe, maintain and utilize dental instruments and equipment--The student will be able to:
- 16.01 Identify various types, functions and operations of dental operator and laboratory equipment.
  - 16.02 Identify types and functions of operative, restorative, surgical, *prosthodontic*, orthodontic and endodontic dental instruments.
  - 16.03 Maintain dental operator equipment and instruments.
  - 16.04 Identify types and functions of specific dental hygiene instruments with emphasis on category rather than individual instruments.

**Course Number: DEA0721**

**Occupational Completion Point: C (21-23)**

**Dental Assistant 1 – 215 Hours – SOC Code 31-9091**

- 17.0 Record patient assessment and treatment data--The student will be able to:
- 17.01 Take and record medical-dental histories.
  - 17.02 Record assessment of existing oral conditions.
  - 17.03 Record conditions diagnosed by the dentist.
  - 17.04 Record treatment-related data on the patient's clinical record.
  - 17.05 Record treatment plan and treatment in patient's chart.
- 18.0 Describe principles and perform techniques of preventive dentistry--The student will be able to:
- 18.01 Identify and instruct patients on applicable methods of preventive dentistry.
  - 18.02 Prepare, set up for oral prophylaxis, and apply anticariogenic treatments.
  - 18.03 Identify the elements of nutrition, basic food groups, and acceptable diets.
  - 18.04 Identify dietary deficiencies and dietary practices that contribute to the manifestation of symptoms in the oral cavity.
- 19.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry--The student will be able to:
- 19.01 Identify drug requirements, agencies, and regulations.
  - 19.02 Record a drug prescription in a patient's chart.
  - 19.03 Identify drug actions, side effects, indications and contraindications; verify with Physician's Desk Reference or its equivalent.
  - 19.04 Identify common drugs used in dentistry.
  - 19.05 Prepare and apply topical anesthetic agent.
  - 19.06 Identify properties of anesthetics.
  - 19.07 Prepare syringes for the administration of local anesthetics.
  - 19.08 Monitor and identify precautions in the use of nitrous oxide-oxygen conscious sedation.
  - 19.09 Identify drugs and agents used for treating dental-related infection.
  - 19.10 Describe dental office emergencies and their prevention.



**Course Number: DEA0722**  
**Occupational Completion Point: C (24-26)**  
**Dental Assistant 2 – 315 Hours – SOC Code 31-9091**

- 20.0 Identify properties and uses, and manipulate dental materials--The student will be able to:
- 20.01 Identify properties and uses and manipulate gypsum.
  - 20.02 Identify properties and uses and manipulate restorative materials.
  - 20.03 Identify properties and uses and manipulate dental cements.
  - 20.04 Identify properties and uses and manipulate impression materials.
  - 20.05 Identify properties and uses and manipulate acrylics and/or thermoplastics.
  - 20.06 Identify properties and uses and manipulate waxes.
  - 20.07 Perform dental laboratory procedures to include the fabrication of casts, custom trays and/or temporary crowns and bridges.
  - 20.08 Clean and polish removable dental appliances.
  - 20.09 Identify properties and uses of abrasive agents used to polish coronal surfaces and appliances.
  - 20.10 Identify and manage hazardous dental materials and wastes in accordance with the OSHA Hazard Communications Standard and Environmental Protection Agency regulations.
- 21.0 Identify and perform dental and carpal radiographic procedures--The student will be able to:
- 21.01 Describe history, physics and biological effects of ionizing radiation.
  - 21.02 Identify parts of the X-ray machine including accessories.
  - 21.03 Demonstrate radiologic health protection techniques.
  - 21.04 Perform dark room/processing procedures, mix solutions.
  - 21.05 Describe the proper disposal of hazardous radiographic waste.
  - 21.06 Place and expose dental radiographic films and digital sensors.
  - 21.07 Perform carpal radiography as required for dental diagnostic procedures.
  - 21.08 Identify radiographic anatomical landmarks and pathologies.
  - 21.09 Mount radiographic surveys.
  - 21.10 Maintain unexposed film inventory and storage.
  - 21.11 Maintain digitally acquired radiographic images.
- 22.0 Perform general dental business office procedures--The student will be able to:
- 22.01 Maintain appointment control.
  - 22.02 Maintain an active recall system.
  - 22.03 Prepare and maintain accurate patient records.
  - 22.04 Prepare and maintain patient financial records, collect fees.
  - 22.05 Prepare and maintain office financial records.
  - 22.06 Prepare and maintain dental office inventory control and purchasing.
  - 22.07 Demonstrate public relations responsibilities of the secretary/receptionist.
  - 22.08 Demonstrate skills on office equipment.
  - 22.09 Maintain the dental business office environment.
  - 22.10 Receive and dismiss patients and visitors.
  - 22.11 Identify psychological considerations influencing behaviors of dental patients.

**Course Number: DEA0723**  
**Occupational Completion Point: C (27)**  
**Dental Assistant 3 – 450 Hours – SOC Code 31-9091**

23.0 Perform chairside assisting for general dentistry and specialty procedures--The student will be able to:

- 23.01 Prepare and maintain aseptic working area and sterile instruments for intraoral procedures.
- 23.02 Apply principles of four handed dentistry.
- 23.03 Evacuate and maintain the operating field.
- 23.04 Perform expanded functions as permitted by the Florida statute/law pertaining to dentistry.
- 23.05 Assemble instruments and assist in general and specialty dental procedures.
- 23.06 Prepare tray set-ups for specific specialty procedures.
- 23.07 Select, prepare, mix, and manipulate correct dental materials for general and specialty procedures.
- 23.08 Perform a visual assessment of existing oral conditions.
- 23.09 Demonstrate appropriate patient management skills.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Dental Assisting Technology and Management  
**ATD CIP Number:** 0351060108  
**SOC Code(s):** 31-9091

When this program is offered by a community or state college, the following standards, and benchmarks apply.

**Health Science Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Science Core in any other health occupations program do not have to repeat intended outcomes 01-11**

01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities—The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Students completing the following intended outcomes (12-23) meet the requirements of the Dental Assisting Technology and Management-ATD program 66002(SOC code 31-9099 and 31-9091)**

- 12.0 Use dental terminology--The student will be able to:
  - 12.01 Identify and define common dental terms.
  - 12.02 Demonstrate the use of proper dental terminology in the dental environment.
  
- 13.0 Describe the legal and ethical responsibilities of the dental health care worker--The student will be able to:
  - 13.01 Define commonly used legal vocabulary relating to dentistry.
  - 13.02 Describe ethical considerations/obligations in the dental team-patient relationship.
  - 13.03 Explain risk management.
  - 13.04 Identify areas of Florida Statute 466 and Rule 64B5-16 FAC applicable to practice by the dental health workers.
  - 13.05 Implement appropriate JCAHO patient safety goals.
  
- 14.0 Identify structures and explain functions and pathologies of dental and general head and neck anatomy--The student will be able to:
  - 14.01 Identify structures and functions of head and neck anatomy including bones, muscles, sinuses, salivary glands, nerves and blood vessels.
  - 14.02 Identify embryonic development of head, oral cavity, and teeth.
  - 14.03 Identify teeth and their landmarks.
  - 14.04 Describe the histological components of the head, oral cavity, and elements of the teeth and supporting structures.
  - 14.05 Recognize and describe oral pathological conditions.
  
- 15.0 Identify principles of microbiology and disease prevention and perform infection control procedures--The student will be able to:
  - 15.01 Differentiate between pathogenic and non-pathogenic microorganisms.
  - 15.02 Describe pathogens and modes of disease transmission.
  - 15.03 Differentiate between aseptic and non-aseptic environments.
  - 15.04 Perform aseptic handwashing technique.
  - 15.05 Describe and apply methods of cleaning, disinfection and sterilization.
  - 15.06 Identify chemicals and their uses for controlling the spread of disease in the dental environment.
  - 15.07 Identify and practice the current CDC guidelines for infection control in dental healthcare settings.
  - 15.08 Describe the duties of the dental office safety coordinator.
  - 15.09 Identify areas of the OSHA Bloodborne Pathogens Standard (29CFR-1910.1030) applicable to the dental office environment.
  
- 16.0 Identify, describe, maintain and utilize dental instruments and equipment--The student will be able to:

- 16.01 Identify various types, functions and operations of dental operator and laboratory equipment.
  - 16.02 Identify types and functions of operative, restorative, surgical, *prosthodontic*, orthodontic and endodontic dental instruments.
  - 16.03 Maintain dental operator equipment and instruments.
  - 16.04 Identify types and functions of specific dental hygiene instruments with emphasis on category rather than individual instruments.
- 17.0 Record patient assessment and treatment data--The student will be able to:
- 17.01 Take and record medical-dental histories.
  - 17.02 Record assessment of existing oral conditions.
  - 17.03 Record conditions diagnosed by the dentist.
  - 17.04 Record treatment-related data on the patient's clinical record.
  - 17.05 Record treatment plan and treatment in patient's chart.
- 18.0 Describe principles and perform techniques of preventive dentistry--The student will be able to:
- 18.01 Identify and instruct patients on applicable methods of preventive dentistry.
  - 18.02 Prepare, set up for oral prophylaxis, and apply anticariogenic treatments.
  - 18.03 Identify the elements of nutrition, basic food groups, and acceptable diets.
  - 18.04 Identify dietary deficiencies and dietary practices that contribute to the manifestation of symptoms in the oral cavity.
- 19.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry--The student will be able to:
- 19.01 Identify drug requirements, agencies, and regulations.
  - 19.02 Record a drug prescription in a patient's chart.
  - 19.03 Identify drug actions, side effects, indications and contraindications; verify with Physician's Desk Reference or its equivalent.
  - 19.04 Identify common drugs used in dentistry.
  - 19.05 Prepare and apply topical anesthetic agent.
  - 19.06 Identify properties of anesthetics.
  - 19.07 Prepare syringes for the administration of local anesthetics.
  - 19.08 Monitor and identify precautions in the use of nitrous oxide-oxygen conscious sedation.
  - 19.09 Identify drugs and agents used for treating dental-related infection.
  - 19.10 Describe dental office emergencies and their prevention and treatment.
- 20.0 Identify properties and uses, and manipulate dental materials--The student will be able to:
- 20.01 Identify properties and uses and manipulate gypsum.
  - 20.02 Identify properties and uses and manipulate restorative materials.
  - 20.03 Identify properties and uses and manipulate dental cements.
  - 20.04 Identify properties and uses and manipulate impression materials.
  - 20.05 Identify properties and uses and manipulate acrylics and/or thermoplastics.
  - 20.06 Identify properties and uses and manipulate waxes.



- 20.07 Perform dental laboratory procedures to include the fabrication of casts, custom trays and/or temporary crowns and bridges.
  - 20.08 Clean and polish removable dental appliances.
  - 20.09 Identify properties and uses of abrasive agents used to polish coronal surfaces and appliances.
  - 20.10 Identify and manage hazardous dental materials and wastes in accordance with the OSHA Hazard Communications Standard and Environmental Protection Agency regulations.
- 21.0 Identify and perform dental and carpal radiographic procedures--The student will be able to:
- 21.01 Describe history, physics and biological effects of ionizing radiation.
  - 21.02 Identify parts of the X-ray machine including accessories.
  - 21.03 Demonstrate radiologic health protection techniques.
  - 21.04 Perform dark room/processing procedures, mix solutions.
  - 21.05 Describe the proper disposal of hazardous radiographic waste.
  - 21.06 Place and expose dental radiographic films and digital sensors.
  - 21.07 Perform carpal radiography as required for dental diagnostic procedures.
  - 21.08 Identify radiographic anatomical landmarks and pathologies.
  - 21.09 Mount radiographic surveys.
  - 21.10 Maintain unexposed film inventory and storage.
  - 21.11 Maintain digitally acquired radiographic images.
- 22.0 Perform general dental business office procedures--The student will be able to:
- 22.01 Maintain appointment control.
  - 22.02 Maintain an active recall system.
  - 22.03 Prepare and maintain accurate patient records.
  - 22.04 Prepare and maintain patient financial records, collect fees.
  - 22.05 Prepare and maintain office financial records.
  - 22.06 Prepare and maintain dental office inventory control and purchasing.
  - 22.07 Demonstrate public relations responsibilities of the secretary/receptionist.
  - 22.08 Demonstrate skills on office equipment.
  - 22.09 Maintain the dental business office environment.
  - 22.10 Receive and dismiss patients and visitors.
  - 22.11 Identify psychological considerations influencing behaviors of dental patients.
- 23.0 Perform chairside assisting for general dentistry and specialty procedures--The student will be able to:
- 23.01 Prepare and maintain aseptic working area and sterile instruments for intraoral procedures.
  - 23.02 Apply principles of four handed dentistry.
  - 23.03 Evacuate and maintain the operating field.
  - 23.04 Perform expanded functions as permitted by the Florida statute/law pertaining to dentistry.
  - 23.05 Assemble instruments and assist in general and specialty dental procedures.
  - 23.06 Prepare tray set-ups for specific specialty procedures.
  - 23.07 Select, prepare, mix, and manipulate correct dental materials for general and specialty procedures.

- 23.08 Perform a visual assessment of existing oral conditions.
- 23.09 Demonstrate appropriate patient management skills.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Laboratory Technology and Management  
**Career Cluster:** Health Science

AAS	
CIP Number	0351060301
Program Type	College Credit
Standard Length	68 credit hours
CTSO	HOSA
SOC Codes (all applicable)	11-9111 Medical and Health Services Managers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for entry level employment as dental laboratory technicians, dental laboratory managers, dental laboratory owners, marketing/sales personnel of dental products or SOC Code 11-9111 (Medical and Health Services Managers) or to provide supplemental training for persons previously or currently employed in this occupation. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content of the program includes, but is not limited to, general studies, physical sciences, dental sciences, dental laboratory techniques, dental laboratory management and business principles, computer applications in the dental laboratory, leadership and communications skills.

Reinforcement of basic skills in English, mathematics and science appropriate for the job preparatory programs occurs through college level instruction, applied laboratory procedures or practice, clinical observation and involvement in the dental health care delivery team concept.

The program will include theoretical aspects of subjects as well as the practical applications. The theoretical aspects of the curriculum will provide content necessary for students to make judgments regarding the procedures they are expected to perform.

### **Program Structure**

This program is a planned sequence of instruction consisting of 68 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory activities are integrated with the didactic portion of this program. Students perform representative tasks in the manufacture of custom made dental devices and become involved in the dental health team through first hand observation in clinical procedures as they relate to laboratory techniques.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program should meet the requirements of the Commission on Dental Accreditation of the American Dental Association. Students should be prepared to take the recognized graduate examination offered by the National Board for Certification in Dental Laboratory technology, Inc.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

The Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Program Length**

The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 68 credit hours according to Rule 6A-14.030, F.A.C.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Identify the anatomic structure and function of body systems in relation to prosthetic services performed by the dental laboratory technician.
- 13.0 Practice quality assurance, safety and infection control.
- 14.0 Adhere to legal and ethical principles related to the practice of dental laboratory technology.
- 15.0 Demonstrate knowledge of effective business management techniques.

- 16.0 Demonstrate knowledge of dental sciences.
- 17.0 Perform basic dental laboratory techniques consistent with current dental laboratory practice.
- 18.0 Demonstrate knowledge, principles and methods of disease transmission and prevention.
- 19.0 Demonstrate skills necessary for marketing and sales of dental products.
- 20.0 Demonstrate knowledge of dental laboratory set up and management procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Dental Laboratory Technology and Management  
**CIP Number:** 0351060301  
**Program Length:** 68 credit hours  
**SOC Code(s):** 11-9111

The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS.

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a healthcare team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Recognize methods for building positive team relationships.
  - 01.09 Analyze attributes and attitudes of an effective leader.
  - 01.10 Recognize factors and situations that may lead to conflict.
  - 01.11 Demonstrate effective techniques for managing team conflict.
  - 01.12 Describe factors that influence the current delivery system of healthcare.
  - 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Respond to verbal and non-verbal cues.

- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities–The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts–The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.



- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills—The student will be able to:
  - 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
  - 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
  - 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.

- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

### **Dental Laboratory Technology (12-17)**

- 12.0 Identify the anatomic structure and function of body systems in relation to prosthetic services performed by the dental laboratory technician--The student will be able to:
  - 12.01 Identify structures and functions of head and neck anatomy.
  - 12.02 Identify embryonic development of head, oral cavity and individual teeth.
  - 12.03 Identify each tooth and its landmarks.
- 13.0 Practice quality assurance, safety and infection control--The student will be able to:
  - 13.01 Practice safety in accordance with institutional policy.
  - 13.02 Identify documentation procedures necessary to comply with state laws.
  - 13.03 Demonstrate knowledge of the dental laboratory technician's role in providing quality assurance in laboratory procedures, reporting, and use and maintenance of equipment.
  - 13.04 Use appropriate dental terminology and abbreviations.
  - 13.05 Demonstrate knowledge, principles, and methods of disease transmission and prevention as related to dental prostheses.
  - 13.06 Demonstrate knowledge of infection control in dental laboratories in accordance with Center for Disease Control (CDC)/OSHA guidelines.
  - 13.07 Implement appropriate Joint Commission patient safety goals.
- 14.0 Adhere to legal and ethical principles related to the practice of dental laboratory technology--The student will be able to:
  - 14.01 Demonstrate knowledge of the importance of observing the doctor/technician relationship.
  - 14.02 Demonstrate knowledge of state law governing the practice of Dental Laboratory Technology.
- 15.0 Demonstrate knowledge of effective business management techniques--The student will be able to:
  - 15.01 Demonstrate knowledge and use of an office/laboratory procedure manual.
  - 15.02 Demonstrate knowledge of business finance and operating expenses.
  - 15.03 Demonstrate knowledge of a pay scale and benefit program for employees and a bookkeeping system.
  - 15.04 Demonstrate knowledge of tax forms, payroll records, insurance needs and inventory needs.
  - 15.05 Demonstrate knowledge of employee hiring orientation.
  - 15.06 Demonstrate knowledge of computer applications in the dental laboratory.
- 16.0 Demonstrate knowledge of dental sciences--The student will be able to:
  - 16.01 Demonstrate knowledge of physical properties, use and manipulation of dental materials.

- 16.02 Demonstrate knowledge of the dynamics of occlusion.
- 16.03 Demonstrate problem solving skills as related to dental materials.

17.0 Perform basic dental laboratory techniques consistent with current dental laboratory practice--The student will be able to:

- 17.01 Manufacture complete denture prosthodontics.
- 17.02 Manufacture removable partial denture prosthodontics.
- 17.03 Manufacture fixed prosthodontics using metals, porcelain and composites.
- 17.04 Manufacture finish, and polish pedodontic, orthodontic and preventive appliances.
- 17.05 Manufacture special prostheses.

**Dental Laboratory Management (18-20)**

18.0 Demonstrate knowledge, principles, and methods of disease transmission and prevention--The student will be able to:

- 18.01 Establish infection control in dental laboratories in accordance with Centers for Disease Control/OSHA guidelines.
- 18.02 Establish an infection control procedures policy for the dental laboratory.

19.0 Demonstrate skills necessary for marketing and sales of dental products--The student will be able to:

- 19.01 Demonstrate effective product evaluation and comparison.
- 19.02 Identify appropriate consumer populations.
- 19.03 Discuss dental product application and effectiveness.
- 19.04 Demonstrate business management skills for record keeping related to marketing.
- 19.05 Apply economic principles for product distribution and sales.

20.0 Demonstrate knowledge of dental laboratory set up and management procedures--The student will be able to:

- 20.01 Design a dental laboratory and identify appropriate equipment.
- 20.02 Establish quality control procedures.
- 20.03 Set up and maintain business correspondence system.
- 20.04 Establish a dental laboratory policy for maintenance of equipment.
- 20.05 Set up a pay scale and benefit program for employees and a bookkeeping system.
- 20.06 Develop an office/laboratory procedure manual.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health Care Services  
**Career Cluster:** Health Science

CCC	
CIP Number	0351070201
Program Type	College Credit Certificate (CCC)
Program Length	32 credit hours
CTSO	HOSA
SOC Codes (all applicable)	11-9111 Medical and Health Services Managers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Health Services Management AS degree program (1351070100).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 prepare students for employment as Health Care Services supervisors in medicine and health service management. SOC Code 11-9111 (Medical and Health Services Managers). This program is for individuals who are currently employed in the health field or seeking employment in mid-management positions in the health field. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content includes but is not limited to leadership and supervisory skills, laws and regulations pertaining to health care facilities and agencies, organizational structure of health care facilities, budgeting and fiscal management, making employee assignments and scheduling, legal aspects of health care, health and safety including CPR and employability skills.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

It is strongly recommended that hands-on practical experience be an integral part of the program.

### **Special Notes**

Certain health care professions are required to complete specific training on AIDS/HIV, domestic violence, and/or medical error prevention. Students may locate the requirements on the Florida Department of Health website if seeking licensure. Program faculty will assist students as needed.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The Health Care Services Program, with emphasis on middle management skills, is a complex program requiring current knowledge in both health care and legislation affecting the health care delivery system. Instruction disciplines can come from a variety of fields.

To augment the program areas, community leaders possessing expertise in specific health care areas may be utilized.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Recognize and practice safety and security procedures.
- 05.0 Demonstrate an understanding of information technology applications in healthcare.
- 06.0 Demonstrate employability skills.
- 07.0 Basic knowledge of medical language, anatomy and physiology, disease processes and pharmacology.
- 08.0 Demonstrate knowledge of materials and supplies needed to care in healthcare and how to obtain them in various healthcare settings
- 09.0 Demonstrate leadership and administrative skills basic to management in any health care facility.
- 10.0 Interpret federal, state and local laws as they apply to health care facilities.
- 11.0 Demonstrate knowledge of operational and organizational structures of health care facilities.
- 12.0 Demonstrate knowledge of appropriate human resource management in healthcare
- 13.0 Identify and apply basic knowledge of departmental capital and operational budgets.
- 14.0 Demonstrate knowledge of reimbursement systems and methodologies
- 15.0 Comply with accreditation standards of governmental or governmental appointed agencies/organization.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Care Services  
**CIP Number:** 0351070201  
**Program Length:** 32 credit hours  
**SOC Code(s):** 11-9111

This certificate program is part of the Health Services Management AS degree program (1351070100). At the completion of this program, the student will be able to:

**Health Care Management Foundations (1-9)**

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the composition and functions of a healthcare team.
- 01.04 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.05 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.06 Identify characteristics of effective teams.
- 01.07 Recognize methods for building positive team relationships.
- 01.08 Analyze attributes and attitudes of an effective leader.
- 01.09 Recognize factors and situations that may lead to conflict.
- 01.10 Demonstrate effective techniques for managing team conflict.
- 01.11 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:

- 02.01 Develop fundamental speaking and active listening skills.
- 02.02 Develop essential observational skills.
- 02.03 Understand documentation strategies in written and oral form.
- 02.04 Identify communication styles and barriers.
- 02.05 Understand characteristics of successful and unsuccessful communication
- 02.06 Respond to verbal and non-verbal cues.
- 02.07 Compose written communication for various purposes using correct spelling, grammar, formatting and confidentiality.
- 02.08 Use appropriate medical terminology and abbreviations.
- 02.09 Recognize the importance of maintaining good interpersonal relationships with patients and other healthcare workers
- 02.10 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic generational and religious groups.
- 02.11 Analyze elements of communication using a sender-receiver model.



- 02.12 Distinguish between and report subjective and objective information.
- 02.13 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
  - 03.01 Discuss practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.02 Demonstrate knowledge of the implementation processes of healthcare facility policy and procedures.
  - 03.03 Explain the “Patient’s Bill of Rights”.
  - 03.04 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.05 Describe advance directives.
  - 03.06 Describe informed consent.
  - 03.07 Explain the laws governing harassment, labor and employment.
  - 03.08 Differentiate between legal and ethical issues in healthcare.
  - 03.09 Describe a code of ethics.
  - 03.10 Identify and compare personal, professional, and organizational ethics.
  - 03.11 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.12 Discuss what constitutes illegal and/or unethical practices of healthcare workers and the protocols for reporting.
- 04.0 Recognize and practice safety and security procedures. – The student will be able to:
  - 04.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 04.02 Explain and apply the theory of root cause analysis
  - 04.03 Identify and describe most common medical errors and methods for medical error reduction and prevention in the various healthcare settings.
  - 04.04 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions.
  - 04.05 Discuss The Joint commission National Patient Safety Goals ([www.jointcommission.org](http://www.jointcommission.org) )
  - 04.06 Demonstrate awareness of other institutional policies and procedures related safety and security.
- 05.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:
  - 05.01 Demonstrate-computer skills including word processing, spreadsheets, presentations, and database management.
  - 05.02 Recognize technology applications in healthcare.
  - 05.03 Discuss methods of communication to access and distribute data such as fax, e-mail and internet.
  - 05.04 Interpret information from Electronic Health Records (EHR) and applications in healthcare.
  - 05.05 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
  - 05.06 Demonstrate how health information is used for institutional outcome assessment

- 06.0 Demonstrate employability skills. – The student will be able to:
- 06.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 06.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 06.03 Identify documents that may be required when applying for a job.
  - 06.04 Write an appropriate resume.
  - 06.05 Conduct a job search. including levels of education, credentialing requirements employment opportunities, workplace environments and career growth potential
  - 06.06 Complete a job application form correctly.
- 07.0 Basic knowledge of medical language, anatomy and physiology, disease processes and pharmacology.
- 07.01 Demonstrate knowledge of clinical terminology as relates to healthcare management.
  - 07.02 Describe the structure and function of different body systems.
  - 07.03 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology.
- 08.0 Demonstrate knowledge of materials and supplies needed to care in healthcare and how to obtain them in various healthcare settings. – The student will be able to:
- 08.01 Evaluate current inventory.
  - 08.02 Prepare purchase orders, being mindful of current financial status of institution.
  - 08.03 Shop for quality, price, and quantity.
  - 08.04 Maintain computer-based inventory system.

## Health Care Services (9-15)

- 09.0 Demonstrate leadership and administrative skills basic to management in any health care facility. – The student will be able to:
- 09.01 Identify current trends and perspectives related to the management of health care organizations and the means by which the application of sound management principles and behavior can facilitate change.
  - 09.02 Interpret managerial principles, practices and processes to the delivery of health care.
  - 09.03 Identify the role, responsibilities and parameters for the various levels of management within the health care organizations.
  - 09.04 State the control processes and techniques used to ensure that the objectives, strategies and policies of health care delivery are achieved effectively and efficiently.
  - 09.05 Relate the various aspects of organizational dynamics (decision making, motivation, leadership, and communication) to the needs and problems of health care organizations.
  - 09.06 Relate personnel administration practices to the total scope of labor relations, including manpower acquisition, maintenance, and utilization.
  - 09.07 Be knowledgeable in workflow identification, charting, and workflow management techniques such as PERT and GANNT charting.
- 10.0 Interpret federal, state and local laws as they apply to health care facilities. – The student will be able to:
- 10.01 Cite federal, state and local institutional requirements.
  - 10.02 List required standards and procedures for facility and staff.
  - 10.03 Identify mandatory requirements regarding environmental health and safety standards.
  - 10.04 Discuss the impact of legislative changes on health care facilities.
  - 10.05 Identify the Florida Statutes as applied to health care facilities.
- 11.0 Demonstrate knowledge of operational and organizational structures of health care facilities. – The student will be able to:
- 11.01 Describe the functions and standards of departments in health care facilities.
  - 11.02 Contrast administrative roles and responsibilities in different types of health care agencies.
  - 11.03 Describe principles and philosophies of health care agencies delivering long-term, acute and other types of health care services and their individual role in the overall healthcare delivery system.
- 12.0 Demonstrate knowledge of appropriate human resource management in healthcare – The student will be able to:
- 12.01 Prepare job descriptions.
  - 12.02 Develop productivity standards required for total care using available statistics.
  - 12.03 Identify factors that contribute to the development of productivity standards.
  - 12.04 Demonstrate the understanding of the legal aspects of human resource management.

- 13.0 Identify and apply basic knowledge of departmental capital and operational budgets. –  
The student will be able to:
- 13.01 Describe the budget process and operational budget format.
  - 13.02 Explain a capital budget justification format.
  - 13.03 Delegate capital budget preparation to key managers.
  - 13.04 Analyze and approve appropriate capital budget items.
  - 13.05 Analyze and approve appropriate financial levels in each operational budget.
- 14.0 Demonstrate knowledge of reimbursement systems and methodologies– The student will be able to:
- 14.01 Demonstrate knowledge of a patient classification system within a health care facility.
  - 14.02 Demonstrate understanding of process of utilization review for utilization review.
  - 14.03 Demonstrate knowledge of accounts receivable system that monitors and optimizes reimbursement.
  - 14.04 Evaluate acase-mix analysis reports.
  - 14.05 Demonstrate the knowledge of third party reimbursements.
  - 14.06 Demonstrate basic knowledge of the procedures and purposes of medical billing and coding.
- 15.0 Comply with accreditation standards of governmental or governmental appointed agencies/organization. –The student will be able to:
- 15.01 List and implement procedures to meet required standards for health care facilities.
  - 15.02 Identify the required standards for health care personnel.
  - 15.03 Identify policies and operational procedures to meet required standards.
  - 15.04 Identify liaison mechanisms with appropriate accrediting organizations.
  - 15.05 Discuss importance of maintaining state and federal licenses.
  - 15.06 Access performance improvement activities.
  - 15.07 Explain medical staff processes and protocols.
  - 15.08 Identify risk management activities.
  - 15.09 Identify CQI activities.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health Care Services-ATD  
**Program Type:** ATD (Applied Technology Diploma)  
**Career Cluster:** Health Science

	<b>CC</b>	<b>PSAV</b>
Program Number	N/A	H180708
CIP Number	0351070202	0351070203
Grade Level	Applied Technology Diploma (ATD)	Applied Technology Diploma (ATD)
Standard Length	32 credit hours	960 hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 11-9111 Medical and Health Services Managers	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10	

### **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 prepare students for employment as Health Services supervisors or medicine and health service management SOC Code 11-9111 Medical & Health Services Managers. This program is for individuals who are currently employed in the health field or seeking employment in mid-management positions in the health field. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content includes but is not limited to leadership and supervisory skills, laws and regulations pertaining to health care facilities and agencies, organizational structure of health care facilities,

budgeting and fiscal management, making employee assignments and scheduling, legal aspects of health care, health and safety including CPR and employability skills.

### **Program Structure**

This program is an Applied Technology Diploma program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An applied technology diploma program may consist of either technical credit or college credit. A public school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a community college.

### **PSAV Program**

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

OCP	Course Number	Course Title	Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HSC0012	Health Services Supervisor 1	435 hours	11-9111
	HSC0013	Health Services Supervisor 2	435 hours	

### **Community College**

When offered at the community college level, this ATD program is part of the Health Care Services Management AS program (1351070100) and has a program length of 32 credits.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program is designed for those individuals who already have credentialing in a health profession, i.e. appropriate licensure, certification or registration in their health care field.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

The Health Care Services Program, with emphasis on middle management skills, is a complex program requiring current knowledge in both health care and legislation affecting the health care delivery system. Their disciplines can come from a variety of fields, i.e.: social sciences, nursing, business administration or education.

To augment the program areas, community leaders possessing expertise in specific health care areas may be utilized.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are

limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

Some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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). For further information, see Rule 6A-6.0312, F.A.C., Course Modifications for Exceptional Students, and the latest pertinent Technical Assistance Paper (<http://www.fldoe.org/ese/tap-home.asp>).

### **Articulation**

The information related to the guaranteed transfer of credit between an ATD program and AS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS degree articulation agreements please visit, [http://www.fldoe.org/articulation/pdf/ATD to ASandAAS ArticulationAgreemts.pdf](http://www.fldoe.org/articulation/pdf/ATD%20to%20ASandAAS%20ArticulationAgreemts.pdf)

### **Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS/AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for



completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 32 credits. When offered at a technical center the standard length of this program is 96 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate leadership and administrative skills basic to management in any health care facility.
- 13.0 Interpret federal, state and local laws as they apply to health care facilities and agencies.
- 14.0 Demonstrate knowledge of operational and organizational structures of health care facilities and agencies.
- 15.0 Demonstrate knowledge of psychological problems among those who need health care and find acceptable solutions.
- 16.0 Demonstrate knowledge of materials and supplies needed to care for clients and how to obtain them for staff.
- 17.0 Demonstrate knowledge of occupational safety and health for clients and employees.
- 18.0 Demonstrate knowledge of appropriate work-loads for each employee and knowledge of the amount of care each client requires.
- 19.0 Review, approve and monitor departmental capital and operational budgets.
- 20.0 Comply with accreditation standards.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Care Services- ATD  
**PSAV Number:** H180708

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

**Health Science Core:** The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Science Core in any other health occupations program do not have to repeat intended outcomes 01-11.

**PSAV Course Number:** HSC0003  
**Occupational Completion Point:** B  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures. – The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )

06.0 Recognize and respond to emergency situations. – The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures. – The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills. – The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills. – The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios

**PSAV Course Number: HSC0012**  
**Occupational Completion Point: B**  
**Health Services Supervisor 1 – 435 Hours – SOC Code 11-9111**

- 12.0 Demonstrate leadership and administrative skills basic to management in any health care facility. – The student will be able to:
- 12.01 Describe the American Health Care Delivery System, its scope and the organizational climate.
  - 12.02 Identify current trends and perspectives related to the management of health care organizations and the impact of change.
  - 12.03 Interpret managerial principles, practices and processes for the delivery of health care.
  - 12.04 Identify the role, responsibilities and parameters for the various levels of management within health care organizations.
  - 12.05 State the control processes and techniques used to ensure that the objectives, strategies and policies of health care delivery are achieved.
  - 12.06 Relate the various aspects of organizational dynamics (decision making, motivations, leadership, and communication) to the needs and problems of health care organizations.
  - 12.07 Relate human resource practices to the total scope of employee/labor relations, including workforce acquisition, maintenance, and utilization.
- 13.0 Interpret federal, state and local laws as they apply to health care facilities and agencies. – The student will be able to:
- 13.01 Cite federal, state and local institutional requirements governing the health care facility.
  - 13.02 List required standards and procedures for facility and staff.
  - 13.03 Identify mandatory requirements regarding environmental health and safety standards.
  - 13.04 Discuss the impact of legislative changes on health care facilities and staff.
  - 13.05 Identify the Florida Statutes as applied to health care facilities and health care workers.
- 14.0 Demonstrate knowledge of operational and organizational structures of health care facilities and agencies. – The student will be able to:
- 14.01 Describe the functions and standards of departments in health care facilities.
  - 14.02 Contrast administrative roles and responsibilities in different types of health care agencies.
  - 14.03 Describe principles and philosophies of agencies that deliver health care services.
  - 14.04 Identify several basic principles of medical care.
  - 14.05 State communication techniques within the health care system.
- 15.0 Demonstrate knowledge of psychological problems among those who need health care and find acceptable solutions. – The student will be able to:
- 15.01 Recognize the worth and dignity of each client.
  - 15.02 Accept individual differences, characteristics, and behaviors.

15.03 Recognize the need for a satisfying and safe environment.

**PSAV Course Number: HSC0013**  
**Occupational Completion Point: B**  
**Health Services Supervisor 2 – 435 Hours – SOC Code 11-9111**

- 16.0 Demonstrate knowledge of materials and supplies needed to care for clients and how to obtain them for staff. – The student will be able to:
- 16.01 Evaluate current inventory.
  - 16.02 Prepare purchase orders.
  - 16.03 Utilize sound buying practices.
- 17.0 Demonstrate knowledge of occupational safety and health for clients and employees. – The student will be able to:
- 17.01 Prepare an evacuation plan.
  - 17.02 Plan and conduct fire drills.
  - 17.03 Inspect labels on hazardous or toxic substances.
  - 17.04 Provide appropriate storage for all substances.
  - 17.05 Conduct inservice for employees.
  - 17.06 Post notices required by OSHA (Occupational Safety and Health Administration).
  - 17.07 Implement appropriate Joint Commission patient safety goals.
- 18.0 Demonstrate knowledge of appropriate work-loads for each employee and knowledge of the amount of care each client requires. – The student will be able to:
- 18.01 Prepare job descriptions.
  - 18.02 Participate in preparation of care plans.
  - 18.03 Compute staff hours required for total care on one unit.
  - 18.04 Identify factors which alter the amount of care needed and the number of staff hours required for different diagnoses.
- 19.0 Review, approve and monitor departmental capital and operational budgets. – The student will be able to:
- 19.01 Develop a capital budget justification format.
  - 19.02 Prepare capital budgets.
  - 19.03 Analyze and approve appropriate capital budget items.
  - 19.04 Develop an operational budget format.
  - 19.05 Analyze and approve appropriate items.
- 20.0 Comply with accreditation standards. – The student will be able to:
- 20.01 Develop policies and operational procedures to meet required standards.
  - 20.02 Implement procedures to meet required standards for health care facilities.
  - 20.03 Identify the required standards for health care personnel.
  - 20.04 Apply infection control techniques according to Center for Disease Control (CDC) guidelines.
  - 20.05 Establish liaison with appropriate accrediting organizations.

2012 - 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Care Services ATD  
**ATD CIP Number:** 0351070202  
**SOC Code(s):** 31-9099, 11-9111

When this program is offered by a community or state college, the following standards, and benchmarks apply.

**Health Science Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Science Core in any other health occupations program do not have to repeat intended outcomes 01-11.**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a healthcare team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Recognize methods for building positive team relationships.
  - 01.09 Analyze attributes and attitudes of an effective leader.
  - 01.10 Recognize factors and situations that may lead to conflict.
  - 01.11 Demonstrate effective techniques for managing team conflict.
  - 01.12 Describe factors that influence the current delivery system of healthcare.
  - 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.06 Use appropriate medical terminology and abbreviations.



- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures. – The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )

06.0 Recognize and respond to emergency situations. – The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures. – The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills. – The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills. – The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios

**Health Care Services: The following intended outcomes lead to the occupational completion point of SOC 11-9111 Medical and Health Services Managers)**

- 12.0 Demonstrate leadership and administrative skills basic to management in any health care facility. – The student will be able to:
- 12.01 Describe the American Health Care Delivery System, its scope and the organizational climate.
  - 12.02 Identify current trends and perspectives related to the management of health care organizations and the impact of change.
  - 12.03 Interpret managerial principles, practices and processes for the delivery of health care.
  - 12.04 Identify the role, responsibilities and parameters for the various levels of management within health care organizations.
  - 12.05 State the control processes and techniques used to ensure that the objectives, strategies and policies of health care delivery are achieved.
  - 12.06 Relate the various aspects of organizational dynamics (decision making, motivations, leadership, and communication) to the needs and problems of health care organizations.
  - 12.07 Relate human resource practices to the total scope of employee/labor relations, including workforce acquisition, maintenance, and utilization.
- 13.0 Interpret federal, state and local laws as they apply to health care facilities and agencies. – The student will be able to:
- 13.01 Cite federal, state and local institutional requirements governing the health care facility.
  - 13.02 List required standards and procedures for facility and staff.
  - 13.03 Identify mandatory requirements regarding environmental health and safety standards.
  - 13.04 Discuss the impact of legislative changes on health care facilities and staff.
  - 13.05 Identify the Florida Statutes as applied to health care facilities and health care workers.
- 14.0 Demonstrate knowledge of operational and organizational structures of health care facilities and agencies. – The student will be able to:
- 14.01 Describe the functions and standards of departments in health care facilities.
  - 14.02 Contrast administrative roles and responsibilities in different types of health care agencies.
  - 14.03 Describe principles and philosophies of agencies that deliver health care services.
  - 14.04 Identify several basic principles of medical care.
  - 14.05 State communication techniques within the health care system.
- 15.0 Demonstrate knowledge of psychological problems among those who need health care and find acceptable solutions. – The student will be able to:
- 15.01 Recognize the worth and dignity of each client.

- 15.02 Accept individual differences, characteristics, and behaviors.
- 15.03 Recognize the need for a satisfying and safe environment.
- 16.0 Demonstrate knowledge of materials and supplies needed to care for clients and how to obtain them for staff. – The student will be able to:
  - 16.01 Evaluate current inventory.
  - 16.02 Prepare purchase orders.
  - 16.03 Utilize sound buying practices.
- 17.0 Demonstrate knowledge of occupational safety and health for clients and employees. – The student will be able to:
  - 17.01 Prepare an evacuation plan.
  - 17.02 Plan and conduct fire drills.
  - 17.03 Inspect labels on hazardous or toxic substances.
  - 17.04 Provide appropriate storage for all substances.
  - 17.05 Conduct inservice for employees.
  - 17.06 Post notices required by OSHA (Occupational Safety and Health Administration).
  - 17.07 Implement appropriate Joint Commission patient safety goals.
- 18.0 Demonstrate knowledge of appropriate work-loads for each employee and knowledge of the amount of care each client requires. – The student will be able to:
  - 18.01 Prepare job descriptions.
  - 18.02 Participate in preparation of care plans.
  - 18.03 Compute staff hours required for total care on one unit.
  - 18.04 Identify factors which alter the amount of care needed and the number of staff hours required for different diagnoses.
- 19.0 Review, approve and monitor departmental capital and operational budgets. – The student will be able to:
  - 19.01 Develop a capital budget justification format.
  - 19.02 Prepare capital budgets.
  - 19.03 Analyze and approve appropriate capital budget items.
  - 19.04 Develop an operational budget format.
  - 19.05 Analyze and approve appropriate items.
- 20.0 Comply with accreditation standards. – The student will be able to:
  - 20.01 Develop policies and operational procedures to meet required standards.
  - 20.02 Implement procedures to meet required standards for health care facilities.
  - 20.03 Identify the required standards for health care personnel.
  - 20.04 Apply infection control techniques according to Center for Disease Control (CDC) guidelines.
  - 20.05 Establish liaison with appropriate accrediting organizations.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Coder/Biller-ATD  
**Program Type:** ATD (Applied Technology Diploma)  
**Career Cluster:** Health Science

	<b>CC</b>	<b>PSAV</b>
Program Number	N/A	H170528
CIP Number	0351070705	0351070703
Grade Level	Applied Technology Diploma (ATD)	30, 31
Standard Length	26 credit hours	1000 clock hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	29-2071 Medical Records and Health Information Technicians 29-2099 Health Technologists and Technicians, All Other	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Basic Skills Level	Mathematics: 10 Language: 11 Reading: 11	

### **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 program is designed to prepare students for employment in a variety of health care settings as entry level coder, medical record coder, coding technician, or coding clerks, or medical coder/billers or SOC Code 29-2071 (Medical Records and Health Information Technicians).

The content includes but is not limited to medical terminology, anatomy and physiology, coding systems, fundamentals of disease process including pharmacology, health care delivery systems, basics of medical records services, ethical and legal responsibilities, safety/security procedures, basic data processing, and employability skills.

### **Program Structure**

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit. A public school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a community college.

### **PSAV Program**

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

OCP	Course Number	Course Title	Course Length	SOC Code
A	HIM0009	Introduction to Health Information Technology*	90 hours	29-2099
B	HIM0071	Medical Coder/Biller 1	300 hours	29-2071
	HIM0072	Medical Coder/Biller 2	300 hours	
	HIM0073	Medical Coder/Biller 3	310 hours	

\* Students who have taken the Health Core (HSC0003) previously as part of this program are not required to take HIM0009 to complete the program. These students should continue on to OCP B. Beginning in 2011-12 new students should be enrolled in HIM0009 as the first course in the program.

### **Community College**

When offered at the community college level, this ATD program is part of the Health Information Technology (1351070700) and has a program length of 26 credits.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Either a community college or school district may offer the ATD program. When offered at the community college, college credit shall be awarded for completion of this program. When offered at the school district, vocational credit will be awarded. Vocational credit will be converted to college credit upon transfer to the AS degree at the community college.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

Students should be encouraged to become members and participate in the activities of the professional organizations: American Health Information Management Association and/or American Academy of Procedural Coders.

#### About AHIMA Credentials:

Completers of the Medical Biller Coder program may take the Certified Coding Associate (CCA) credential exam as the first step in their coding career. The CCA is an entry-level credential that distinguishes new coders in the job market. Individuals with a CCA credential:

- Exhibit a level of commitment, competency, and professional capability usually absent in a newcomer to the field
- Demonstrate a commitment to the coding profession
- Distinguish themselves from non-credentialed coders and those holding credentials from other organizations less demanding of the higher level of expertise required to earn AHIMA certification.

The CCA should be viewed as the starting point for an individual entering a career as a coder. The AHIMA CCS and CCS-P exams demonstrate mastery level skills in coding. Most individuals challenge the CCS or CCS-P exams after two or more years of work experience in coding.

American Health Information Management Association  
919 North Michigan Ave., Suite 2150  
Chicago, IL. 60611-5519  
(312) 233-1100

The American Academy of Professional Coders (AAPC) sponsors a certification exam for coders with expertise in physician-based settings which leads to the title of Certified Professional Coder (CPC) or Certified Professional Coder Hospital (CPC-H).

American Academy of Professional Coders  
309 West 700 South  
Salt Lake City, UT. 84101  
800-626-2633

The National Healthcare Association also offers a national certification examination for a Certified Billing and Coding Specialist (CBCS).

National Healthcareer Association  
7500 West 160<sup>th</sup> Street  
Stilwell, KS 66085  
800-499-9092  
[www.nhanow.com](http://www.nhanow.com)

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.



## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

Some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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). For further information, see Rule 6A-6.0312, F.A.C., Course Modifications for Exceptional Students, and the latest pertinent Technical Assistance Paper (<http://www.fldoe.org/ese/tap-home.asp>).

## **Articulation**

The information related to the guaranteed transfer of credit between an ATD program and AS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS degree articulation agreements please visit, [http://www.fldoe.org/articulation/pdf/ATD\\_to\\_ASandAAS\\_ArticulationAgreemts.pdf](http://www.fldoe.org/articulation/pdf/ATD_to_ASandAAS_ArticulationAgreemts.pdf)

## **Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS/AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 26 credits. When offered at a technical center the standard length of this program is 1000 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

## **Standards**

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

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Explore health informatics and information management as a profession.
- 04.0 Demonstrate an understanding of health data concepts.
- 05.0 Describe the functions of a health record.
- 06.0 Demonstrate a basic understanding of Health Information Technology.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies.
- 08.0 Explore ethical issues in Health Informatics and Information Management.
- 09.0 Identify the importance of privacy and health records law in healthcare.
- 10.0 Demonstrate computer knowledge and skills.

- 11.0 Demonstrate employability skills.
- 12.0 Describe the anatomy and physiology of the human body.
- 13.0 Demonstrate proficiency in the application of medical terminology.
- 14.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology.
- 15.0 Demonstrate proficiency in the use of ICD and CPT coding systems, both manual and automated.
- 16.0 Demonstrate proficiency in ICD coding complexities
- 17.0 Utilize medical coding references.
- 18.0 Explain the basics of health information services.
- 19.0 Demonstrate ethical and legal principles with regard to the use of medical records.
- 20.0 Demonstrate understanding of medical billing.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Medical Coder/Biller**  
**PSAV Number: H170528**

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

**PSAV Course Number: HIM0009**  
**Occupational Completion Point: A**  
**Introduction to Health Information Technology – 90 Hours – SOC Code 29-2099**

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations–The student will be able to:
- 01.01 Discuss the evolution of healthcare.
  - 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 01.03 Discuss regulatory agencies and organizations within the healthcare delivery system.
  - 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Recognize elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.

- 03.0 Explore health informatics and information management as a profession–The student will be able to:
- 03.01 Discuss the history of health information management.
  - 03.02 Discuss the professional opportunities within the health information management profession.
  - 03.03 Demonstrate knowledge of professional associations within HIM.
- 04.0 Demonstrate an understanding of health data concepts–The student will be able to:
- 04.01 Describe the various uses of health data (primary and secondary).
  - 04.02 Describe various characteristics of health data quality and standards.
- 05.0 Describe the functions of a health record–The student will be able to:
- 05.01 Demonstrate an understanding of the various formats of the health record.
  - 05.02 Explain the various uses of a health record.
  - 05.03 Follow medical records policies and procedures for security, including confidentiality.
- 06.0 Demonstrate a basic understanding of Health Information Technology–The student will be able to:
- 06.01 Discuss how healthcare reform legislation can and does affect the HIT field.
  - 06.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare.
  - 06.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies–The student will be able to:
- 07.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 07.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
- 08.0 Explore ethical issues in Health Informatics and Information Management–The student will be able to:
- 08.01 Describe the code of ethics consistent with healthcare occupations.
  - 08.02 Recognize ethical issues related to health information technology.
  - 08.03 Recognize ethical issues related to coding and billing/medical transcription.
- 09.0 Identify the importance of privacy and health records law in healthcare–The student will be able to:
- 09.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 09.02 Define and explain the composition of the legal patient record.
  - 09.03 Follow medical records policies and procedures for security, including confidentiality.

- 10.0 Demonstrate computer knowledge and skills—The student will be able to:
- 10.01 Demonstrate keyboarding skills.
  - 10.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 10.03 Demonstrate ability to connect to the internet.
  - 10.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 10.05 Demonstrate ability to send and receive e-mail.
  - 10.06 Demonstrate ability to send messages with attached files.
  - 10.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 10.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
- 11.0 Demonstrate employability skills—The student will be able to:
- 11.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 11.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 11.03 Identify documents that may be required when applying for a job.
  - 11.04 Write an appropriate resume.
  - 11.05 Conduct a job search.
  - 11.06 Complete a job application form correctly.
  - 11.07 Demonstrate competence in job interview techniques.
  - 11.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 11.09 Identify acceptable work habits.
  - 11.10 Recognize appropriate affective/professional behavior.
  - 11.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).

**PSAV Course Number: HIM0071**  
**Occupational Completion Point: B**  
**Medical Coder/Biller 1 – 300 Hours – SOC Code 29-2071**

Students completing intended outcomes 12-21 in this module meet the requirements for the occupational completion point of Medical Coder/Biller or SOC Code 29-2071 (Medical Records and Health Information Technicians)

- 12.0 Describe the anatomy and physiology of the human body—The student will be able to:
- 12.01 Describe the structure and function of the respiratory system.
  - 12.02 Describe the structure and function of the cardio-vascular system.
  - 12.03 Describe the structure and function of the muscular-skeletal system.
  - 12.04 Describe the structure and function of nervous, skin, and sensory systems.
  - 12.05 Describe the structure and function of the reproductive system.
  - 12.06 Describe the structure and function of the urinary system.
  - 12.07 Describe the structure and function of the digestive system.
  - 12.08 Describe the structure and function of the endocrine system.

- 13.0 Demonstrate proficiency in the application of medical terminology–The student will be able to:
  - 13.01 Recognize and identify word parts of medical terminology in daily use.
  - 13.02 Build, spell and pronounce correctly, appropriate terms from word parts learned and be able to give the meaning of the word.
  - 13.03 Identify word parts and be able to build, spell and understand new words with those parts.
  - 13.04 Spell and use medical abbreviations.
  - 13.05 Recognize and identify terminology of hospital and other clinical forms.
  - 13.06 Demonstrate use of basic terminology common to medical/surgical practices.
  
- 14.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology–The student will be able to:
  - 14.01 Demonstrate an understanding of the predisposing factors and direct causes of disease as they relate to the human body.
  - 14.02 Demonstrate an understanding of the general morphology of organisms and their role in the disease process.
  - 14.03 Demonstrate an understanding of the pathogenesis of diseases of all the body systems.

**Course Number: HIM0072**

**Occupational Completion Point: B**

**Medical Coder/Biller 2 – 300 Hours – SOC Code 29-2071**

- 15.0 Demonstrate proficiency in use of ICD and CPT coding systems, both manual and automated–The student will be able to:
  - 15.01 Outline the development of nomenclatures and classification systems.
  - 15.02 Identify conventions and guidelines used in coding.
  - 15.03 Describe the process to annually update coding resources.
  - 15.04 Demonstrate the ability to code CPT and HCPCS II Codes with a focus on correct coding and sequencing of CPT codes for Anesthesia; Evaluation & Management (E&M); Surgery; Pathology and Laboratory; Radiology , and Medicine.
  - 15.05 Identify when it is appropriate to use HCPCS Level II codes and how to code them correctly.
  - 15.06 Use case studies and authentic medical records/abstracts to code intermediate and advanced, complex procedure code assignment using CPT (all sections), HCPCS II Codes, and, the current ICD Procedural Coding System.
  - 15.07 Append all appropriate modifiers to both CPT and HCPCS II codes.
  - 15.08 Explain Physician Quality Reporting Initiative (PQRI) and its relationship to CPT Category II codes.
  - 15.09 Demonstrate the ability to accurately code and sequence ICD-9-CM (volumes 1, 2 &3), ICD-10 and ICD-10-PCS Codes by body systems and supplemental chapters/materials.
  - 15.10 Identify any discrepancies, incomplete information and/or poor document practices in relation to coding while following appropriate departmental policies for correcting errors or improving documentation practices.

- 16.0 Demonstrate proficiency in ICD coding complexities—The student will be able to:
- 16.01 Apply advanced ICD coding concepts to diagnostic complexities of complex case studies with an articulation of coding rules and sequencing.
  - 16.02 Using a variety of simulated patient records (Emergency Department, Ambulatory Surgery, and Inpatient), interpret data and assign diagnostic codes.
  - 16.03 Describe characteristics of prospective payment systems (DRG, APR-DRG and RUGS groupers) for various types of healthcare settings
  - 16.04 Review the format and conventions of ICD-10 coding systems.
  - 16.05 Identify the areas of similarities and differences between ICD-9-CM and ICD-10 and other diagnosis coding systems (DSM-IV, ICD-O).
  - 16.06 Use and maintain application processes to support other clinical classification systems (DSM IV, ICD-O).
  - 16.07 Explain how the Systematized Nomenclature of Medicine clinical terminology is utilized in the development of an electronic health record system.
- 17.0 Utilize medical coding references—The student will be able to:
- 17.01 Use medical dictionaries.
  - 17.02 Identify and use trade generic and chemical drug names utilizing reference sources.
  - 17.03 Identify and use diagnostic test terminology.
- 18.0 Explain the significance of health information services to the Medical Coder/Biller—The student will be able to:
- 18.01 Describe origin, history and definition of medical records.
  - 18.02 Describe the functions of the medical record department, i.e., data collecting, filing, retrieving, coding, indexing, etc.
  - 18.03 Explain the classification and functions of health information management personnel and chain of command.
  - 18.04 State reasons medical records are important in the health care delivery system.
  - 18.05 Explain different filing systems used in health care institutions.
  - 18.06 Describe the development of the medical record.
  - 18.07 Explain the importance of the medical record in relation to state and federal agencies, accrediting and licensing agencies.
  - 18.08 Demonstrate the use of a master patient index (MPI) system.

**Course Number: HIM0073**

**Occupational Completion Point: B**

**Medical Coder/Biller 3 – 310 Hours – SOC Code 29-2071**

- 19.0 Demonstrate ethical and legal principles with regard to the use of medical records—The student will be able to:
- 19.01 Explain the importance of maintaining ethical and legal standards in compiling and using medical records.
  - 19.02 Discuss the Code of Ethics of the American Health Information Management Association.
  - 19.03 Explain the scope of practice of the Medical Coder/Biller.
  - 19.04 Demonstrate ethical coding practices as outlined by AHIMA.



20.0 Demonstrate understanding of medical billing—The student will be able to:

- 20.01 Complete HCFA 1500 or comparable claim form.
- 20.02 Compare and contrast various reimbursement entities.
- 20.03 Identify sources of payment, including patient and third parties.
- 20.04 Use medical billing software.
- 20.05 Perform electronic claims billing and submission.
- 20.06 Interpret explanation of benefits (EOBs) and explanation of Medicare benefits (EOMBs).
- 20.07 Analyze claims rejection, correct and resubmit for payment.
- 20.08 Explain the relationship of Medicare Severity Diagnosis Related Groups (MS-DRGs) and Ambulatory Patient Classifications (APCs).
- 20.09 Identify the various external regulating agencies and their impact on the coding systems.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Medical Coder/Biller-ATD  
**ATD CIP Number:** 0351070705  
**SOC Code(s):** 29-2071

When this program is offered by a community or state college, the following standards, and benchmarks apply.

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations–The student will be able to:
- 01.01 Discuss the evolution of healthcare.
  - 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 01.03 Discuss regulatory agencies and organizations within the healthcare delivery system
  - 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Recognize elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Explore health informatics and information management as a profession–The student will be able to:
- 03.01 Discuss the history of health information management.

- 03.02 Discuss the professional opportunities within the health information management profession.
- 03.03 Demonstrate knowledge of professional associations within HIM.
- 04.0 Demonstrate an understanding of health data concepts–The student will be able to:
  - 04.01 Describe the various uses of health data (primary and secondary).
  - 04.02 Describe various characteristics of health data quality and standards.
- 05.0 Describe the functions of a health record–The student will be able to:
  - 05.01 Demonstrate an understanding of the various formats of the health record.
  - 05.02 Explain the various uses of a health record.
  - 05.03 Follow medical records policies and procedures for security, including confidentiality.
- 06.0 Demonstrate a basic understanding of Health Information Technology–The student will be able to:
  - 06.01 Discuss how healthcare reform legislation can and does affect the HIT field.
  - 06.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
  - 06.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies–The student will be able to:
  - 07.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 07.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
- 08.0 Explore ethical issues in Health Informatics and Information Management–The student will be able to:
  - 08.01 Describe the code of ethics consistent with healthcare occupations.
  - 08.02 Recognize ethical issues related to health information technology.
  - 08.03 Recognize ethical issues related to coding and billing/medical transcription.
- 09.0 Identify the importance of privacy and health records law in healthcare–The student will be able to:
  - 09.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 09.02 Define and explain the composition of the legal patient record.
  - 09.03 Follow medical records policies and procedures for security, including confidentiality.
- 10.0 Demonstrate computer knowledge and skills–The student will be able to:
  - 10.01 Demonstrate keyboarding skills.
  - 10.02 Demonstrate the ability to save files and retrieve files from your computer.

- 10.03 Demonstrate ability to connect to the internet.
- 10.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
- 10.05 Demonstrate ability to send and receive e-mail.
- 10.06 Demonstrate ability to send messages with attached files.
- 10.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
- 10.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.

11.0 Demonstrate employability skills—The student will be able to:

- 11.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 11.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
- 11.03 Identify documents that may be required when applying for a job.
- 11.04 Write an appropriate resume.
- 11.05 Conduct a job search.
- 11.06 Complete a job application form correctly.
- 11.07 Demonstrate competence in job interview techniques.
- 11.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 11.09 Identify acceptable work habits.
- 11.10 Recognize appropriate affective/professional behavior.
- 11.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).

Students completing intended outcomes 12-20 in this module meet the requirements for the occupational completion point of Medical Coder/Biller or SOC Code 29-2071 (Medical Records and Health Information Technicians).

12.0 Describe the anatomy and physiology of the human body—The student will be able to:

- 12.01 Describe the structure and function of the respiratory system.
- 12.02 Describe the structure and function of the cardio-vascular system.
- 12.03 Describe the structure and function of the muscular-skeletal system.
- 12.04 Describe the structure and function of nervous, skin, and sensory systems.
- 12.05 Describe the structure and function of the reproductive system.
- 12.06 Describe the structure and function of the urinary system.
- 12.07 Describe the structure and function of the digestive system.
- 12.08 Describe the structure and function of the endocrine system.

13.0 Demonstrate proficiency in the application of medical terminology—The student will be able to:

- 13.01 Recognize and identify word parts of medical terminology in daily use.
- 13.02 Build, spell and pronounce correctly, appropriate terms from word parts learned and be able to give the meaning of the word.
- 13.03 Identify word parts and be able to build, spell and understand new words with those parts.

- 13.04 Spell and use medical abbreviations.
- 13.05 Recognize and identify terminology of hospital and other clinical forms.
- 13.06 Demonstrate use of basic terminology common to medical/surgical practices.
  
- 14.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology–The student will be able to:
  - 14.01 Demonstrate an understanding of the predisposing factors and direct causes of disease as they relate to the human body.
  - 14.02 Demonstrate an understanding of the general morphology of organisms and their role in the disease process.
  - 14.03 Demonstrate an understanding of the pathogenesis of diseases of all the body systems.
  
- 15.0 Demonstrate proficiency in use of ICD and CPT coding systems, both manual and automated–The student will be able to:
  - 15.01 Outline the development of nomenclatures and classification systems.
  - 15.02 Identify conventions and guidelines used in coding.
  - 15.03 Describe the process to annually update coding resources.
  - 15.04 Demonstrate the ability to code CPT and HCPCS II Codes with a focus on correct coding and sequencing of CPT codes for Anesthesia; Evaluation & Management (E&M); Surgery; Pathology and Laboratory; Radiology , and Medicine.
  - 15.05 Identify when it is appropriate to use HCPCS Level II codes and how to code them correctly.
  - 15.06 Use case studies and authentic medical records/abstracts to code intermediate and advanced, complex procedure code assignment using CPT (all sections), HCPCS II Codes, and, the current ICD Procedural Coding System
  - 15.07 Append all appropriate modifiers to both CPT and HCPCS II codes
  - 15.08 Explain Physician Quality Reporting Initiative (PQRI) and its relationship to CPT Category II codes.
  - 15.09 Demonstrate the ability to accurately code and sequence ICD-9-CM (volumes 1, 2 &3), ICD-10 and ICD-10-PCS Codes by body systems and supplemental chapters/materials.
  - 15.10 Identify any discrepancies, incomplete information and/or poor document practices in relation to coding while following appropriate departmental policies for correcting errors or improving documentation practices.
  
- 16.0 Demonstrate proficiency in ICD coding complexities–The student will be able to:
  - 16.01 Apply advanced ICD coding concepts to diagnostic complexities of complex case studies with an articulation of coding rules and sequencing.
  - 16.02 Using a variety of simulated patient records (Emergency Department, Ambulatory Surgery, and Inpatient), interpret data and assign diagnostic codes.
  - 16.03 Describe characteristics of prospective payment systems (DRG, APR-DRG and RUGS groupers) for various types of healthcare settings.
  - 16.04 Review the format and conventions of ICD-10 coding systems.
  - 16.05 Identify the areas of similarities and differences between ICD-9-CM and ICD-10 and other diagnosis coding systems (DSM-IV, ICD-O).

- 16.06 Use and maintain application processes to support other clinical classification systems (DSM IV, ICD-O).
- 16.07 Explain how the Systematized Nomenclature of Medicine clinical terminology is utilized in the development of an electronic health record system.
- 17.0 Utilize medical coding references–The student will be able to:
  - 17.01 Use medical dictionaries.
  - 17.02 Identify and use trade generic and chemical drug names utilizing reference sources.
  - 17.03 Identify and use diagnostic test terminology.
- 18.0 Explain the significance of health information services to the Medical Coder/Biller–The student will be able to:
  - 18.01 Describe origin, history and definition of medical records.
  - 18.02 Describe the functions of the medical record department, i.e., data collecting, filing, retrieving, coding, indexing, etc.
  - 18.03 Explain the classification and functions of health information management personnel and chain of command.
  - 18.04 State reasons medical records are important in the health care delivery system.
  - 18.05 Explain different filing systems used in health care institutions.
  - 18.06 Describe the development of the medical record.
  - 18.07 Explain the importance of the medical record in relation to state and federal agencies, accrediting and licensing agencies.
  - 18.08 Demonstrate the use of a master patient index (MPI) system.
- 19.0 Demonstrate ethical and legal principles with regard to the use of medical records–The student will be able to:
  - 19.01 Explain the importance of maintaining ethical and legal standards in compiling and using medical records.
  - 19.02 Discuss the Code of Ethics of the American Health Information Management Association.
  - 19.03 Explain the scope of practice of the Medical Coder/Biller.
  - 19.04 Demonstrate ethical coding practices as outlined by AHIMA.
- 20.0 Demonstrate understanding of medical billing–The student will be able to:
  - 20.01 Complete HCFA 1500 or comparable claim form.
  - 20.02 Compare and contrast various reimbursement entities.
  - 20.03 Identify sources of payment, including patient and third parties.
  - 20.04 Use medical billing software.
  - 20.05 Perform electronic claims billing and submission.
  - 20.06 Interpret explanation of benefits (EOBs) and explanation of Medicare benefits (EOMBs).
  - 20.07 Analyze claims rejection, correct and resubmit for payment.
  - 20.08 Explain the relationship of Medicare Severity Diagnosis Related Groups (MS-DRGs) and Ambulatory Patient Classifications (APCs).
  - 20.09 Identify the various external regulating agencies and their impact on the coding systems.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Record Transcribing-ATD  
**Program Type:** ATD (Applied Technology Diploma)  
**Career Cluster:** Health Science

	<b>CC</b>	<b>PSAV</b>
Program Number	N/A	H170508
CIP Number	0351070706	0351070704
Grade Level	Applied Technology Diploma (ATD)	30, 31
Standard Length	33 credit hours	1200 clock hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	29-2099 Health Technologists and Technicians, All Other 31-9094 Medical Transcriptionists	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Basic Skills Level	Mathematics: 10 Language: 11 Reading: 11	

### **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 prepare student for employment as medical transcribers SOC 31-9094 Medical Transcriptionists.

The content includes but is not limited to medical terminology, anatomy and physiology, grammar and punctuation, health care delivery systems, health information services, ethical and legal responsibilities, safety/security procedures, word processing/ transcription skills and employability skills.

### **Program Structure**

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation.

An ATD program may consist of either technical credit or college credit. A public school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a community college.

**PSAV Program**

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

OCP	Course Number	Course Title	Course Length	SOC Code
A	HIM0009	Introduction to Health Information Technology *	90 hours	29-2099
B	HIM0002	Medical Transcriber-ATD 1	370 hours	31-9094
	HIM0083	Medical Transcriber-ATD 2	370 hours	
	HIM0084	Medical Transcriber-ATD 3	370 hours	

**\* Students who have taken the Health core (HSC0003) previously as part of this program are not required to take HIM0009 to complete the program. These students should continue on to OCP B. Beginning in 2011-12 new students should be enrolled in HIM0009 as the first course in the program.**

**Community College**

When offered at the community college level, this ATD program is part of the Health Information Technology AS degree (1351070700) and has a program length of 33 credits.

**Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Special Notes**

Outcomes 01- 11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

Faculty teaching in this program must have a minimum of a B.S. degree in Health Information Management or Office Systems Technology -Medical Office Systems Specializations or an associate degree and demonstrated competencies in the specialty area as defined by Southern Association of Colleges and Schools (SACS).

Program must be taught in accordance with the guidelines of the model curriculum of the:



Association for Healthcare Documentation Integrity (AHDI).  
4230 Kiernan Avenue, Suite 130  
Modesto, CA 95356  
Phone: Toll Free (800) 982-2182 - Direct (209) 527-9620  
Fax: 209-527-9633  
Web site: <http://www.ahdionline.org/> E-mail: [ahdi@ahdionline.org](mailto:ahdi@ahdionline.org)

Students should be encouraged to become members of their professional organization, and participate in the state/local chapter activities. Admissions should be limited to individuals who have the ability to keyboard at a speed of 45 correct words per minute.

The program should prepare the graduate to take the national examination to become a Certified Medical Transcriptionist. Certification is voluntary and is sponsored by the American Association for Medical Transcription, 3460 Oakdale Rd. Suite M, Modesto, CA 95355-9690, 800-982-2182 or (209) 551-0883.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary

students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

Some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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). For further information, see Rule 6A-6.0312, F.A.C., Course Modifications for Exceptional Students, and the latest pertinent Technical Assistance Paper (<http://www.fldoe.org/ese/tap-home.asp>).

### **Articulation**

The information related to the guaranteed transfer of credit between an ATD program and AS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS degree articulation agreements please visit, [http://www.fldoe.org/articulation/pdf/ATD\\_to\\_ASandAAS\\_ArticulationAgreemts.pdf](http://www.fldoe.org/articulation/pdf/ATD_to_ASandAAS_ArticulationAgreemts.pdf)

### **Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS/AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 33 credits. When offered at a technical center the standard length of this program is 1200 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

## **Standards**

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

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Explore health informatics and information management as a profession.
- 04.0 Demonstrate an understanding of health data concepts.
- 05.0 Describe the functions of a health record.
- 06.0 Demonstrate a basic understanding of Health Information Technology.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies.
- 08.0 Explore ethical issues in Health Informatics and Information Management.
- 09.0 Identify the importance of privacy and health records law in healthcare.
- 10.0 Demonstrate computer knowledge and skills.
- 11.0 Demonstrate employability skills.
- 12.0 Use appropriate medical and scientific terminology.
- 13.0 Apply rules of English grammar and punctuation.
- 14.0 Utilize medical references.
- 15.0 Apply medical transcription technology.
- 16.0 Practice safety and security specific to medical transcriber.
- 17.0 Explain the role of health information services.
- 18.0 Demonstrate ethical and legal principles with regard to the use of medical records.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Medical Record Transcribing**  
**PSAV Number: H170508**

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

**PSAV Course Number: HIM0009**  
**Occupational Completion Point: A**  
**Introduction to Health Information Technology – 90 Hours – SOC Code 29-2099**

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations–The student will be able to:
- 01.01 Discuss the evolution of healthcare.
  - 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 01.03 Discuss regulatory agencies and organizations within the healthcare delivery system
  - 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Recognize elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.

- 03.0 Explore health informatics and information management as a profession–The student will be able to:
  - 03.01 Discuss the history of health information management.
  - 03.02 Discuss the professional opportunities within the health information management profession.
  - 03.03 Demonstrate knowledge of professional associations within HIM.
  
- 04.0 Demonstrate an understanding of health data concepts–The student will be able to:
  - 04.01 Describe the various uses of health data (primary and secondary).
  - 04.02 Describe various characteristics of health data quality and standards.
  
- 05.0 Describe the functions of a health record–The student will be able to:
  - 05.01 Demonstrate an understanding of the various formats of the health record.
  - 05.02 Explain the various uses of a health record.
  - 05.03 Follow medical records policies and procedures for security, including confidentiality.
  
- 06.0 Demonstrate a basic understanding of Health Information Technology–The student will be able to:
  - 06.01 Discuss how healthcare reform legislation can and does affect the HIT field.
  - 06.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
  - 06.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
  
- 07.0 Discuss classification systems, clinical vocabularies and terminologies–The student will be able to:
  - 07.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 07.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
  
- 08.0 Explore ethical issues in Health Informatics and Information Management–The student will be able to:
  - 08.01 Describe the code of ethics consistent with healthcare occupations.
  - 08.02 Recognize ethical issues related to health information technology.
  - 08.03 Recognize ethical issues related to coding and billing/medical transcription.
  
- 09.0 Identify the importance of privacy and health records law in healthcare–The student will be able to:
  - 09.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 09.02 Define and explain the composition of the legal patient record.
  - 09.03 Follow medical records policies and procedures for security, including confidentiality.

- 10.0 Demonstrate computer knowledge and skills—The student will be able to:
- 10.01 Demonstrate keyboarding skills.
  - 10.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 10.03 Demonstrate ability to connect to the internet.
  - 10.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 10.05 Demonstrate ability to send and receive e-mail.
  - 10.06 Demonstrate ability to send messages with attached files.
  - 10.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 10.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
- 11.0 Demonstrate employability skills—The student will be able to:
- 11.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 11.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 11.03 Identify documents that may be required when applying for a job.
  - 11.04 Write an appropriate resume.
  - 11.05 Conduct a job search.
  - 11.06 Complete a job application form correctly.
  - 11.07 Demonstrate competence in job interview techniques.
  - 11.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 11.09 Identify acceptable work habits.
  - 11.10 Recognize appropriate affective/professional behavior.
  - 11.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).

**PSAV Course Number: HIM0002**  
**Occupational Completion Point: B**  
**Medical Transcriber-ATD 1 – 370 Hours – SOC Code 31-9094**

- 12.0 Use appropriate medical and scientific terminology—The student will be able to:
- 12.01 Spell, define and pronounce medical words and their components.
  - 12.02 Define and use medical abbreviations.
  - 12.03 Identify and explain structure and function of the human body.
  - 12.04 Identify disorders and treatments of the human body.
- 13.0 Apply rules of English grammar and punctuation—The student will be able to:
- 13.01 Recognize and use the principal parts of speech.
  - 13.02 Recognize and use punctuation marks.
  - 13.03 Apply rules of numerical expression.
  - 13.04 Apply rules of capitalization.
  - 13.05 Define and use abbreviations.
  - 13.06 Demonstrate ability to spell words in common usage

- 13.07 Evaluate and use reliable resources for research and practice.
- 13.08 Apply correct medical style as defined by authorities( i.e. AHDI Book of style, AMA Manual of Style)
- 13.09 Edit and proofread transcription.
- 13.10 Recognize and use report formats.

14.0 Utilize medical references–The student will be able to:

- 14.01 Use medical dictionaries and specialty word books.
- 14.02 Identify and use trade, generic and chemical drug names utilizing reference sources.
- 14.03 Identify and use diagnostic test terminology.
- 14.04 Access, use and evaluate the reliability of resources located on the internet

**PSAV Course Number: HIM0083**

**Occupational Completion Point: B**

**Medical Transcriber-ATD 2 – 370 Hours – SOC Code 31-9094**

15.0 Apply medical transcription technology–The student will be able to:

- 15.01 Demonstrate keyboarding skills with an awareness of productivity and accuracy standards and definitions.
- 15.02 Demonstrate use of transcriber/dictation retrieval systems.
- 15.03 Students will accurately transcribe a required minimum number of reports history and physical, consultations, discharge summaries, operative reports and special reports, applying competencies specified in the areas of English Language, Medical Knowledge, Technology, Healthcare Documentation, and Professional Practice.
- 15.04 Demonstrate the use of word processing programs, including commands.
- 15.05 Demonstrate knowledge of abbreviation expanders and other productivity-enhancing software.
- 15.06 Demonstrate a general knowledge of speech recognition technology and how it integrates into medical transcription.
- 15.07 Demonstrate a general knowledge of Electronic healthcare records (EHR) including the functions related to diction/transcription integration and editing, and common terminology used in EHR systems.

16.0 Practice safety and security specific to medical transcriber–The student will be able to:

- 16.01 Follow health information policies and procedures for security, including confidentiality
- 16.02 Demonstrate workstation ergonomics specific to the medical transcriptionist.

**PSAV Course Number: HIM0084**

**Occupational Completion Point: B**

**Medical Transcriber-ATD 3 – 370 Hours – SOC Code 31-9094**

17.0 Explain the role of health information services–The student will be able to:

- 17.01 Understand the documentation workflow, will be able and explain the importance of delivering healthcare documentation in a timely manner, and apply this concept.
  - 17.02 Explain the use of the health record by state, federal, accrediting and licensing agencies.
  - 17.03 Students will demonstrate an awareness of the opportunities in medical transcription and related careers and the importance of professional development.
- 18.0 Demonstrate ethical and legal principles with regard to the use of medical records—The student will be able to:
- 18.01 Explain the importance of maintaining ethical and legal standards in compiling and using medical records.
  - 18.02 Maintain workstation confidentiality.
  - 18.03 Explain medical record authentication and its legal implications.
  - 18.04 Explain the scope of practice of the medical transcriptionist.
  - 18.05 Discuss the code of ethics of the (AAMT) Association for Healthcare Documentation Integrity (AHDI).
  - 18.06 Discuss the code of ethics of the American Health Information Management Association (AHIMA).
  - 18.07 Observe Health Insurance Portability and Accountability Act (HIPAA) regulations as these regulations apply to medical transcription



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Medical Record Transcribing-ATD  
**ATD CIP Number:** 0351070706  
**SOC Code(s):** 31-9094

When this program is offered by a community or state college, the following standards, and benchmarks apply.

**Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.**

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations—The student will be able to:
- 01.01 Discuss the evolution of health care.
  - 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 01.03 Discuss regulatory agencies and organizations within the healthcare delivery system
  - 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Recognize elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Explore health informatics and information management as a profession—The student will be able to:

- 03.01 Discuss the history of health information management.
- 03.02 Discuss the professional opportunities within the health information management profession.
- 03.03 Demonstrate knowledge of professional associations within HIM.
  
- 04.0 Demonstrate an understanding of health data concepts–The student will be able to:
  - 04.01 Describe the various uses of health data (primary and secondary).
  - 04.02 Describe various characteristics of health data quality and standards.
  
- 05.0 Describe the functions of a health record–The student will be able to:
  - 05.01 Demonstrate an understanding of the various formats of the health record.
  - 05.02 Explain the various uses of a health record.
  - 05.03 Follow medical records policies and procedures for security, including confidentiality.
  
- 06.0 Demonstrate a basic understanding of Health Information Technology–The student will be able to:
  - 06.01 Discuss how healthcare reform legislation can and does affect the HIT field.
  - 06.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
  - 06.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
  
- 07.0 Discuss classification systems, clinical vocabularies and terminologies–The student will be able to:
  - 07.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 07.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
  
- 08.0 Explore ethical issues in Health Informatics and Information Management–The student will be able to:
  - 08.01 Describe the code of ethics consistent with healthcare occupations.
  - 08.02 Recognize ethical issues related to health information technology.
  - 08.03 Recognize ethical issues related to coding and billing/medical transcription.
  
- 09.0 Identify the importance of privacy and health records law in healthcare–The student will be able to:
  - 09.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 09.02 Define and explain the composition of the legal patient record.
  - 09.03 Follow medical records policies and procedures for security, including confidentiality.
  
- 10.0 Demonstrate computer knowledge and skills–The student will be able to:
  - 10.01 Demonstrate keyboarding skills.

- 10.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 10.03 Demonstrate ability to connect to the internet.
  - 10.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 10.05 Demonstrate ability to send and receive e-mail.
  - 10.06 Demonstrate ability to send messages with attached files.
  - 10.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 10.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
- 11.0 Demonstrate employability skills—The student will be able to:
- 11.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 11.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 11.03 Identify documents that may be required when applying for a job.
  - 11.04 Write an appropriate resume.
  - 11.05 Conduct a job search.
  - 11.06 Complete a job application form correctly.
  - 11.07 Demonstrate competence in job interview techniques.
  - 11.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 11.09 Identify acceptable work habits.
  - 11.10 Recognize appropriate affective/professional behavior.
  - 11.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 12.0 Use appropriate medical and scientific terminology—The student will be able to:
- 12.01 Spell, define and pronounce medical words and their components.
  - 12.02 Define and use medical abbreviations.
  - 12.03 Identify and explain structure and function of the human body.
  - 12.04 Identify disorders and treatments of the human body.
- 13.0 Apply rules of English grammar and punctuation—The student will be able to:
- 13.01 Recognize and use the principal parts of speech.
  - 13.02 Recognize and use punctuation marks.
  - 13.03 Apply rules of numerical expression.
  - 13.04 Apply rules of capitalization.
  - 13.05 Define and use abbreviations.
  - 13.06 Demonstrate ability to spell words in common usage.
  - 13.07 Evaluate and use reliable resources for research and practice.
  - 13.08 Apply correct medical style as defined by authorities( i.e. AHDI Book of style, AMA Manual of Style)
  - 13.09 Edit and proofread transcription.
  - 13.10 Recognize and use report formats.
- 14.0 Utilize medical references—The student will be able to:

- 14.01 Use medical dictionaries and specialty word books.
  - 14.02 Identify and use trade, generic and chemical drug names utilizing reference sources.
  - 14.03 Identify and use diagnostic test terminology.
  - 14.04 Access, use and evaluate the reliability of resources located on the internet
- 15.0 Apply medical transcription technology–The student will be able to:
- 15.01 Demonstrate keyboarding skills with an awareness of productivity and accuracy standards and definitions.
  - 15.02 Demonstrate use of transcriber/dictation retrieval systems.
  - 15.03 Students will accurately transcribe a required minimum number of reports history and physical, consultations, discharge summaries, operative reports and special reports, applying competencies specified in the areas of English Language, Medical Knowledge, Technology, Healthcare Documentation, and Professional Practice.
  - 15.04 Demonstrate the use of word processing programs, including commands.
  - 15.05 Demonstrate knowledge of abbreviation expanders and other productivity-enhancing software.
  - 15.06 Demonstrate a general knowledge of speech recognition technology and how it integrates into medical transcription.
  - 15.07 Demonstrate a general knowledge of Electronic healthcare records (EHR) including the functions related to diction/transcription integration and editing, and common terminology used in EHR systems.
- 16.0 Practice safety and security specific to medical transcriber–The student will be able to:
- 16.01 Follow health information policies and procedures for security, including confidentiality
  - 16.02 Demonstrate workstation ergonomics specific to the medical transcriptionist.
- 17.0 Explain the role of health information services–The student will be able to:
- 17.01 Understand the documentation workflow, will be able and explain the importance of delivering healthcare documentation in a timely manner, and apply this concept.
  - 17.02 Explain the use of the health record by state, federal, accrediting and licensing agencies.
  - 17.03 Students will demonstrate an awareness of the opportunities in medical transcription and related careers and the importance of professional development.
- 18.0 Demonstrate ethical and legal principles with regard to the use of medical records–The student will be able to:
- 18.01 Explain the importance of maintaining ethical and legal standards in compiling and using medical records.
  - 18.02 Maintain workstation confidentiality.
  - 18.03 Explain medical record authentication and its legal implications.

- 18.04 Explain the scope of practice of the medical transcriptionist.
- 18.05 Discuss the code of ethics of the Association for Healthcare Documentation Integrity (AHDI).
- 18.06 Discuss the code of ethics of the American Health Information Management Association (AHIMA).
- 18.07 Observe Health Insurance Portability and Accountability Act (HIPAA) regulations as these regulations apply to medical transcription

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Information Coder/Biller  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351070707
Program Type	College Credit Certificate (CCC)
Program Length	34 credit hours
CTSO	HOSA, Phi Beta Lambda
SOC Codes (all applicable)	29-2071 Medical Records and Health Information Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Health Information Technology AS degree program (1351070708).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 program is designed to prepare students for employment in a variety of health care settings as entry level coder, medical record coder, coding technician, or coding clerks, or medical coder/billers. SOC Code 29-2071 (Medical Records and Health Information Technicians). Some colleges may choose to divide the Coder/Biller Certificate into two tracks, one for coding and one for billing.

The content includes but is not limited to medical terminology, anatomy and physiology, coding systems, fundamentals of disease process, including pharmacology, healthcare delivery

systems, basics of medical records services, ethical and legal responsibilities, safety/security procedures, basic data processing, and employability skills.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program is part of Health Information Technology or Office Administration - Medical Office Specialization. The College Credit Certificate guarantees transfer of credit of 34 hours toward the AS degree in Health Information Technology or Office Administration. Minimum entrance requirements for this program include a high school diploma or GED.

The cooperative method of instruction or clinical rotation is appropriate for this program. Whenever these methods are offered, the following is required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal. The student may receive compensation for work performed.

Faculty teaching this program must have a minimum of an AS degree in Health Information Management.

Students should be encouraged to become members and participate in the activities of the professional organizations: American Health Information Management Association and/or American Academy of Procedural Coders.

#### **About AHIMA Credentials:**

Students who complete the Medical Biller Coder program may take the Certified Coding Associate (CCA) credential exam as the first step in their coding career. The CCA is an entry-level credential that distinguishes new coders in the job market. Individuals with a CCA credential:

- Exhibit a level of commitment, competency, and professional capability usually absent in a newcomer to the field.
- Demonstrate a commitment to the coding profession.
- Distinguish themselves from non-credentialed coders and those holding credentials from other organizations less demanding of the higher level of expertise required to earn AHIMA certification.

The CCA should be viewed as the starting point for an individual entering a career as a coder. The AHIMA CCS and CCS-P exams demonstrate mastery level skills in coding. Most individuals challenge the CCS or CCS-P exams after two or more years of work experience in coding.

American Health Information Management Association  
919 North Michigan Ave., Suite 2150

Chicago, IL. 60611-5519  
(312) 233-1100

The American Academy of Professional Coders (AAPC) sponsors a certification exam for coders with expertise in physician-based settings which leads to the title of Certified Professional Coder (CPC) or Certified Professional Coder Hospital (CPC-H).

American Academy of Professional Coders  
309 West 700 South  
Salt Lake City, UT 84101  
800-626-2633

The National Healthcare Association also offers a national certification examination for a Certified Billing and Coding Specialist (CBCS).

National Healthcareer Association  
7500 West 160<sup>th</sup> Street  
Stilwell, Kansas 66085  
800-499-9092  
[www.nhanow.com](http://www.nhanow.com)

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

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

Health Occupations Students of America, (HOSA) Inc. or Phi Beta Lambda (postsecondary) are the appropriate career and technical student organizations 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).



## Standards

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

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Explore health informatics and information management as a profession.
- 04.0 Demonstrate an understanding of health data concepts.
- 05.0 Describe the functions of a health record.
- 06.0 Demonstrate a basic understanding of Health Information Technology.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies.
- 08.0 Explore ethical issues in Health Informatics and Health Information Technology.
- 09.0 Identify the importance of privacy security standards and health record law in healthcare
- 10.0 Demonstrate computer knowledge and skills.
- 11.0 Demonstrate employability skills.
- 12.0 Describe the anatomy and physiology of the human body.
- 13.0 Demonstrate proficiency in the application of medical terminology.
- 14.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology
- 15.0 Demonstrate proficiency in use of ICD, HCPCS, and CPT coding systems, both manual and automated.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Medical Information Coder/Biller  
**CIP Number:** 0351070707  
**Program Length:** 34 credit hours  
**SOC Code(s):** 29-2071

This certificate program is part of the Health Information Technology AS degree program (1351070708). At the completion of this program, the student will be able to:

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations—The student will be able to:
- 01.01 Discuss the evolution of health care.
  - 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 01.03 Discuss regulatory agencies and organizations within the healthcare delivery system
  - 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Recognize elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Explore health informatics and information management as a profession—The student will be able to:

- 03.01 Discuss the history of health information management.
- 03.02 Discuss the professional opportunities within the health information management profession (eg. diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 03.03 Demonstrate knowledge of professional associations within HIM.
- 04.0 Demonstrate an understanding of health data concepts–The student will be able to:
  - 04.01 Describe the various uses of health data (primary and secondary).
  - 04.02 Describe various characteristics of health data quality and standards.
- 05.0 Describe the functions of a health record–The student will be able to:
  - 05.01 Demonstrate an understanding of the various formats of the health record.
  - 05.02 Explain the various uses of a health record.
  - 05.03 Define the Personal Health Record (PHR).
  - 05.04 Articulate an understanding between the electronic health record-linked web portals and the PHR.
- 06.0 Demonstrate a basic understanding of Health Information Technology–The student will be able to:
  - 06.01 Discuss how healthcare reform legislation can and does affect the HIT field.
  - 06.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
  - 06.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies–The student will be able to:
  - 07.01 Demonstrate knowledge of HIPAA code sets and classification systems as they relate to HIT.
  - 07.02 Demonstrate knowledge of clinical terminologies as they relate to HIT.
- 08.0 Explore ethical issues in Health Informatics and Health Information Technology–The student will be able to:
  - 08.01 Describe the professional code of ethics consistent with healthcare occupations.
  - 08.02 Explain the importance of maintaining ethical and legal standards in compiling and using medical records.
  - 08.03 Recognize ethical issues related to health information technology.
  - 08.04 Recognize ethical issues related to coding and billing/medical transcription.
  - 08.05 Demonstrate ethical coding practices as outlined by AHIMA.
- 09.0 Identify the importance of privacy security standards and health record law in healthcare–The student will be able to:
  - 09.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 09.02 Define and explain the composition of the legal patient record.

- 09.03 Comply with policies and procedures for privacy, security, and protected health information (PHI) standards..
- 09.04 Identify standards of the Health Information Technology for Economic and Clinical Health (HITECH).
  
- 10.0 Demonstrate computer knowledge and skills–The student will be able to:
  - 10.01 Demonstrate keyboarding skills.
  - 10.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 10.03 Demonstrate ability to connect to the Internet.
  - 10.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 10.05 Demonstrate ability to send and receive e-mail.
  - 10.06 Demonstrate ability to send messages with attached files.
  - 10.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 10.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
  
- 11.0 Demonstrate employability skills–The student will be able to:
  - 11.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 11.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 11.03 Identify documents that may be required when applying for a job.
  - 11.04 Write an appropriate resume.
  - 11.05 Conduct a job search.
  - 11.06 Complete a job application form correctly.
  - 11.07 Demonstrate competence in job interview techniques.
  - 11.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 11.09 Identify acceptable work habits.
  - 11.10 Recognize appropriate affective/professional behavior.

**Students completing intended outcomes 12-15 in this module meet the requirements for Medical Coder/Biller or SOC Code 29-2071 (Medical Records and Health Information Technicians)**

- 12.0 Describe the anatomy and physiology of the human body–The student will be able to:
  - 12.01 Describe the structure and function of the respiratory system.
  - 12.02 Describe the structure and function of the cardio-vascular system.
  - 12.03 Describe the structure and function of the muscular-skeletal system.
  - 12.04 Describe the structure and function of nervous, skin, and sensory systems.
  - 12.05 Describe the structure and function of the reproductive system.
  - 12.06 Describe the structure and function of the urinary system.
  - 12.07 Describe the structure and function of the digestive system.
  - 12.08 Describe the structure and function of the endocrine system.
  
- 13.0 Demonstrate proficiency in the application of medical terminology–The student will be able to:

- 13.01 Recognize and identify word parts of medical terminology in daily use.
  - 13.02 Build, spell and pronounce correctly, appropriate terms from word parts learned and be able to give the meaning of the word.
  - 13.03 Identify word parts and be able to build, spell and understand new words with those parts.
  - 13.04 Spell and use medical abbreviations.
  - 13.05 Recognize and identify terminology of hospital and other clinical forms.
  - 13.06 Demonstrate use of basic terminology common to medical/surgical practices.
  - 13.07 Apply medical terminology to interpretation of health record documentation and reimbursement of healthcare services.
  - 13.08 Use medical dictionaries.
- 14.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology—The student will be able to:
- 14.01 Demonstrate an understanding of the predisposing factors and direct causes of disease as they relate to the human body.
  - 14.02 Demonstrate an understanding of the general morphology of organisms and their role in the disease process.
  - 14.03 Demonstrate an understanding of the pathogenesis of diseases of all the body systems.
  - 14.04 Demonstrate an understanding of pharmacological agents, uses, treatments, and utilizing drug reference sources.
  - 14.05 Identify and use diagnostic test terminology.
- 15.0 Demonstrate proficiency in use of ICD, HCPCS, and CPT coding systems, both manual and automated.—The student will be able to:
- 15.01 Use and maintain electronic applications and work processes to support classification and coding
  - 15.02 Apply diagnosis/procedure codes using ICD coding classification systems.
  - 15.03 Apply procedure codes using CPT/HCPCS.
  - 15.04 Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, etc.
  - 15.05 Adhere to current regulations and established guidelines in code assignment. Research and implement latest coding practices.
  - 15.06 Validate coding accuracy using clinical information found in the health record.
  - 15.07 Use and maintain applications and processes to support other clinical classification and nomenclature systems (such as ICD-10-CM, SNOMED etc.)
  - 15.08 Resolve discrepancies between coded data and supporting documentation through physician query.
  - 15.09 Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.
  - 15.10 Support accurate billing through coding, charge master, claims management, and bill reconciliation processes.
  - 15.11 Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding initiative.
  - 15.12 Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements such as outpatient prospective payment system.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**        **Healthcare Informatics Specialist**  
**Career Cluster:**     **Health Science**

<b>CCC</b>	
CIP Number	0351070711
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2071 Medical Records and Health Information Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Health Information Technology AS degree program (1351070700).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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.

This program is designed to prepare students for employment as entry level Healthcare Informatics Specialists or to provide supplemental training for persons previously or currently employed in related health record or information technology occupations.

The content includes but is not limited to biomedical sciences, medical terminology, healthcare delivery systems, basic principles of healthcare informatics; electronic health/medical record systems; data and workflow management concepts; and project management skills specific to healthcare informatics, ethical and legal concepts, health data content, and employability skills.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

The cooperative method of instruction or clinical rotation is appropriate for this program. Whenever these methods are offered, the following is required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal. The student may receive compensation for work performed.

Faculty teaching this program must have a minimum of an AS degree in Healthcare Informatics, Nursing, Health Information Management.

Students should be encouraged to become members and participate in the activities of the professional organizations: American Health Information Management Association (AHIMA), Healthcare Information and Management Systems Society (HIMSS), American Medical Informatics Association (AMIA), and other discipline-specific professional informatics organizations.

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Explore health informatics and information management as a profession.
- 04.0 Demonstrate an understanding of health data concepts.
- 05.0 Describe the functions of a health record.
- 06.0 Demonstrate a basic understanding of Health Information Technology.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies.
- 08.0 Explore ethical issues in Health Informatics and Information Management.
- 09.0 Identify the importance of privacy and health records law in healthcare.
- 10.0 Demonstrate computer knowledge and skills.
- 11.0 Demonstrate employability skills.
- 12.0 Utilize appropriate information technology and systems
- 13.0 Participate in the planning, design, selection, implementation, integration, testing, and support for EHR's



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Healthcare Informatics Specialist  
**CIP Number:** 0351070711  
**Program Length:** 18 credit hours  
**SOC Code(s):** 29-2071

This certificate program is part of the Health Information Technology AS degree program (1351070700). At the completion of this program, the student will be able to:

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations–The student will be able to:
- 01.01 Discuss the evolution of healthcare.
  - 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 01.03 Discuss regulatory agencies and organizations within the healthcare delivery system
  - 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Recognize elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Explore health informatics and information management as a profession–The student will be able to:

- 03.01 Discuss the history of health information management.
- 03.02 Discuss the professional opportunities within the health information management profession (eg. diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 03.03 Demonstrate knowledge of professional associations within HIM.
- 04.0 Demonstrate an understanding of health data concepts–The student will be able to:
  - 04.01 Describe the various uses of health data (primary and secondary).
  - 04.02 Describe various characteristics of health data quality and standards.
- 05.0 Describe the functions of a health record–The student will be able to:
  - 05.01 Demonstrate an understanding of the various formats of the health record.
  - 05.02 Explain the various uses of a health record.
  - 05.03 Understand the role of the health record throughout the continuum of care.
  - 05.04 Define the Personal Health Record (PHR).
  - 05.05 Articulate an understanding between electronic health record-linked web portals and the PHR.
- 06.0 Demonstrate a basic understanding of Health Information Technology–The student will be able to:
  - 06.01 Discuss how healthcare reform legislation can and does affect the HIT field.
  - 06.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
  - 06.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies–The student will be able to:
  - 07.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 07.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
- 08.0 Explore ethical issues in Health Informatics and Information Management–The student will be able to:
  - 08.01 Describe the code of ethics consistent with healthcare occupations.
  - 08.02 Recognize ethical issues related to health information technology.
  - 08.03 Recognize ethical issues related to coding and billing/medical transcription.
- 09.0 Identify the importance of privacy and health records law in healthcare–The student will be able to:
  - 09.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 09.02 Define and explain the composition of the legal patient record.
  - 09.03 Follow medical records policies and procedures for security, including confidentiality.

- 10.0 Demonstrate computer knowledge and skill—The student will be able to:
- 10.01 Demonstrate keyboarding skills
  - 10.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 10.03 Demonstrate ability to connect to the internet
  - 10.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 10.05 Demonstrate ability to send and receive e-mail.
  - 10.06 Demonstrate ability to send messages with attached files.
  - 10.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 10.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
- 11.0 Demonstrate employability skills—The student will be able to:
- 11.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 11.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 11.03 Identify documents that may be required when applying for a job.
  - 11.04 Write an appropriate resume.
  - 11.05 Conduct a job search.
  - 11.06 Complete a job application form correctly.
  - 11.07 Demonstrate competence in job interview techniques.
  - 11.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 11.09 Identify acceptable work habits.
  - 11.10 Recognize appropriate affective/professional behavior.

**Healthcare Informatics Specialist: Students completing intended outcomes 12-13 in this module meet the requirements for the completion of Healthcare Informatics Specialist. SOC Code 29-2071 (Medical Records and Health Information Technicians)**

- 12.0 Utilize appropriate information technology and systems—The student will be able to:
- 12.01 Use technology, including hardware and software, to ensure data collection, storage, analysis and reporting of information.
  - 12.02 Use common software application such as spreadsheets, databases, word processing, graphics, presentation, e-mail, etc. in the execution of work processes.
  - 12.03 Use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging.
  - 12.04 Apply policies and procedures to the use of networks, including internet and intranet applications to facilitate the electronic health record (EHR), personal health record (PHR), public health and other administrative applications.
  - 12.05 Apply knowledge of data base architecture and design (such as data dictionary, data modeling, data warehousing) to meet departmental needs.
  - 12.06 Use appropriate electronic or imaging technology for data/record storage.
  - 12.07 Query and generate reports to facilitate information retrieval.
  - 12.08 Design and generate reports to facilitate information retrieval.

- 12.09 Apply retention and destruction policies for health information.
  - 12.10 Maintain archival and retrieval systems for patient information stored in multiple formats.
  - 12.11 Coordinate, use, and maintain systems for document imaging and storage.
  - 12.12 Apply confidentiality and security measures to protect electronic health information.
  - 12.13 Protect data integrity and validity using software or hardware technology.
  - 12.14 Apply departmental and organizational data and information system security policies
  - 12.15 Use and summarize data compiled from audit trails and data quality monitoring programs.
- 13.0 Participate in the planning, design, selection, implementation, integration, testing, and support for EHR's—The student will be able to:
- 13.01 Demonstrate the ability to research best practices and perform a needs assessment to determine the architecture and system specifications needed for selection of an electronic health/medical record system for specific healthcare environments.
  - 13.02 Evaluate, select, and implement information technologies to manage health data and systems in various healthcare settings, i.e. hospitals, clinics, physician practices.
  - 13.03 Identify technological and behavioral barriers and potential solutions associated with electronic health/medical record implementation initiatives.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Pharmacy Technician-ATD (NEW)  
**Program Type:** ATD (Applied Technology Diploma)  
**Career Cluster:** Health Science

	<b>CC</b>	<b>PSAV</b>
Program Number	N/A	H170700
CIP Number	0351080503	0351080507
Grade Level	Applied Technology Diploma (ATD)	30, 31
Standard Length	40 credit hours	1050 clock hours
CTSO	HOSA, Skills USA	HOSA, Skills USA
SOC Codes (all applicable)	29-2052 Pharmacy Technicians	31-9099 Healthcare Support Workers, All Other 29-2052 Pharmacy Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Basic Skills Level	Mathematics: 11 Language: 10 Reading: 10	

### **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 program is designed to prepare students for employment as pharmacy technicians SOC 29-2052

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to metric system, medical terminology, medicinal drugs, pharmaceutical compounding, USP 795 standards, sterile techniques, USP 797 standards, maintenance of inventory, IV preparation, receiving and handling of hazardous materials,

preparing purchase orders, receiving and checking supplies purchased, printing labels, typing prescription labels, delivering medications, pricing prescription drug orders and supplies, prepackaging unit dose packages, patient record systems, control records, data processing automation in pharmacy, computer application, employability skills, leadership and human relations skills, health and safety, including CPR. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Science program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Program Structure**

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit. A public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college.

### **PSAV Program**

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

OCP	Course Number	Course Title	Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	PTN0084	Pharmacy Technician 1	360 hours	29-2052
	PTN0085	Pharmacy Technician 2	300 hours	
	PTN0086	Pharmacy Technician 3	300 hours	

### **Community College**

When offered at the community college level, this ATD program is part of the Pharmacy Management (AS/AAS) 1351080502/0351080502) and has a program length of 40 credits.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Clinical practicum experiences are an integral part of this program.

### **Special Notes**

This program must be approved by the Board of Pharmacy. Program completers who wish to work as Pharmacy Technicians in the State of Florida must register with the Board of Pharmacy (465.014 F.S.).

It is recommended that program completers take national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board, 2215 Constitution Ave, Washington, DC 20037-2985, (202) 429-7576. This certification is offered three times annually.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-11 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. and Skills USA are the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 11, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are

limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

Some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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). For further information, see Rule 6A-6.0312, F.A.C., Course Modifications for Exceptional Students, and the latest pertinent Technical Assistance Paper (<http://www.fldoe.org/ese/tap-home.asp>).

### **Articulation**

The information related to the guaranteed transfer of credit between an ATD program and AS/AAS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS/AAS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS/AAS degree articulation agreements please visit, [http://www.fldoe.org/articulation/pdf/ATD to ASandAAS ArticulationAgreemts.pdf](http://www.fldoe.org/articulation/pdf/ATD_to_ASandAAS_ArticulationAgreemts.pdf)

### **Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS/AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for



completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 40 credits. When offered at a technical center the standard length of this program is 1050 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

## **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Practice human relations.
- 13.0 Identify medical and legal considerations.
- 14.0 Identify pharmaceutical abbreviations and terminology as related to Community Pharmacy Practice.
- 15.0 Perform clerical duties as related to Pharmacy Practice.
- 16.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology.
- 17.0 Demonstrate knowledge of inventory control.
- 18.0 Initiate measurement and calculating techniques as it relates to Community Practice.
- 19.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology.
- 20.0 Prepare and deliver medications.
- 21.0 Prepackage unit dose medications.
- 22.0 Prepare intravenous admixtures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Pharmacy Technician-ATD**  
**PSAV Number: H170700**

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

**PSAV Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.

- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities—The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
- 05.01 Recognize safe and unsafe working conditions and report safety hazards.

- 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations–The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures–The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare–The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.
  - 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills–The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.

- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Course Number: PTN0084**  
**Occupational Completion Point: B**  
**Pharmacy Technician 1 – 360 Hours – SOC Code 29-2052**

- 12.0 Practice human relation skills--The student will be able to:
- 12.01 Identify the meaning and duties of a pharmacy technician.
  - 12.02 Discuss the organizational flow of responsibilities within a pharmacy setting.
  - 12.03 Establish and maintain a professional rapport with co-workers.
  - 12.04 Demonstrate an understanding of the Situation Background Assessment Recommendation (SBAR) communication model.
  - 12.05 Identify the current trends and perspectives related to the management of pharmacy health care organizations.
  - 12.06 Identify the means by which the application of team building can facilitate change within the pharmacy working environment.
- 13.0 Identify pharmaceutical abbreviations and terminology as related to community pharmacy practice--The student will be able to:
- 13.01 Use pharmaceutical medical terminology.
  - 13.02 Define the major symbols and abbreviations used on prescriptions and state the meaning.
- 14.0 Identify medical and legal considerations--The student will be able to:
- 14.01 Discuss the significance and scope of current national and Florida law and administrative rules as they relate to the practice of the pharmacy technician.
  - 14.02 Discuss medical legal concepts as they relate to the practice of the pharmacy technician.
  - 14.03 Discuss the need for accurate pharmacy documentation and recordkeeping.
  - 14.04 State valid reasons for confidentiality of patient information.
  - 14.05 Discuss the patient's Bill of Rights as it relates to pharmacy.
  - 14.06 Discuss pertinent laws governing pharmacy practice such as false prescriptions and an impaired person.
  - 14.07 Identify controlled substance and their applicable regulations.
  - 14.08 Discuss the Florida Right to Know Act with respect to hazardous materials.
  - 14.09 Implement appropriate The Joint Commission patient safety goals.
- 15.0 Perform clerical duties--The student will be able to:
- 15.01 Identify computer applications used in pharmacy.
  - 15.02 Demonstrate computer applications in processing pharmacy prescription data.
  - 15.03 Identify the application of facsimile equipment in generating patient prescriptions.
  - 15.04 Demonstrate the application of office equipment in duplicating patient prescriptions.
  - 15.05 Maintain patient profiles.
  - 15.06 Demonstrate telephone communication skills and routine inquiries.
  - 15.07 Identifies appropriate practice standards pertaining to patient counseling.
  - 15.08 Demonstrate the knowledge of systems used in maintaining pharmacy records.

- 16.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology--The student will be able to:
- 16.01 Define the major classifications of pharmaceuticals.
  - 16.02 Identify the sources from which medications are produced.
  - 16.03 Define poison; define placebo.
  - 16.04 List the two official compendia of standards for quality and purity of drugs and authoritative information on dosage and administration and list six non-official reference manuals.
  - 16.05 Display knowledge of trade names and generic name equivalents, chemical names.
- 17.0 Demonstrate knowledge of inventory control--The student will be able to:
- 17.01 Display knowledge of prescription pricing systems used in pharmacy.
  - 17.02 Maintain stock inventory.
  - 17.03 Prepare electronic purchase orders.
  - 17.04 Receive, store and distribute pharmaceutical supplies.
  - 17.05 Define industry standards in purchasing pharmaceutical supplies.
  - 17.06 Define industry standards in management of Investigational Drugs
  - 17.07 Display knowledge of purchasing, storage and disposal of Pharmaceutical materials
- 18.0 Initiate measurement and calculating techniques as it relates to community practice--The student will be able to:
- 18.01 Explain the difference between a cubic centimeter and a milliliter.
  - 18.02 Use common pharmaceutical weighing equipment.
  - 18.03 Use common pharmaceutical volume measurement equipment.
  - 18.04 Display knowledge of United States Pharmacopeia (USP) 795 standards
  - 18.05 Explain the technique of preparing common pharmaceutical compounds.
  - 18.06 Convert measurements within the apothecary, avoirdupois, and metric systems.
  - 18.07 Demonstrate knowledge of common pharmaceutical calculations.

**Course Number: PTN0085**

**Occupational Completion Point: B**

**Pharmacy Technician 2 – 300 Hours – SOC Code 29-2052**

- 19.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology--The student will be able to:
- 19.01 Predict physical and chemical incompatibilities utilizing chemistry properties.
  - 19.02 Describe electrolyte balances.
  - 19.03 Relate the general classes, actions, routes, action and side effects of drugs.
  - 19.04 Identify a listing of usual adult doses of medications and respective contraindications.
- 20.0 Prepare and deliver medications--The student will be able to:
- 20.01 Read and prepare medication orders correctly.
  - 20.02 Check all new orders with medications listed on profiles.

- 20.03 Transport medications safely being aware of hazards: theft, legal implications of accidental loss, and other consequences.
- 20.04 Identify special precautions pertaining to children.
- 20.05 Maintain controlled substance inventory.
- 20.06 Demonstrate the proper technique of preparing pharmaceutical preparations.
- 20.07 Demonstrate the ability to correctly fill and deliver medication cassettes.
- 20.08 Collect data from medication administration record and drug use and evaluation form.
- 20.09 Identify and demonstrate use of automated medication dispensing equipment

**Course Number: PTN0086**

**Occupational Completion Point: B**

**Pharmacy Technician 3 – 300 Hours – SOC Code 29-2052**

21.0 Prepackage unit dose medications--The student will be able to:

- 21.01 Locate correct stock container.
- 21.02 Weigh measure, count required individual doses of medication.
- 21.03 Label with required information.
- 21.04 Operate unit dose packaging equipment.
- 21.05 Place individual dose in appropriate containers, repackage in predetermined quantities.
- 21.06 Prepackage unit dose hazardous drugs.
- 21.07 Record prepackaged medication data correctly.
- 21.08 Define role of technician in quality assurance activities.

22.0 Prepare intravenous admixtures--The student will be able to:

- 22.01 Compare medication order with label on vial and check expiration date of product.
- 22.02 Calculate drug dosage for parenteral use.
- 22.03 Identify common drug/drug incompatibilities.
- 22.04 Reconstitute parenteral medications.
- 22.05 Use aseptic techniques to withdraw medication from stock vial measure correct quantity as instructed, select and insert it into IV solution without error.
- 22.06 Use aseptic technique to withdraw medication from an ampule.
- 22.07 Prepare parenteral solutions and discuss current intravenous preparation industry trends.
- 22.08 Prepare Total Parenteral Nutrition solutions.
- 22.09 Prepare chemotherapeutic agents using proper safety techniques.
- 22.10 Demonstrate appropriate technique in the use of specialized equipment such as: laminar flow hoods, filters, pumps, automated compounders, and barrier isolator.
- 22.11 Place label on IV solution container and keep records.
- 22.12 Perform quality control check.
- 22.13 Identify storage requirements of reconstituted IV solutions.
- 22.14 Display knowledge of United States Pharmacopeia (USP) 797 regulations and the quality assurance required.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Pharmacy Technician-ATD  
**ATD CIP Number:** 0351080503  
**SOC Code(s):** 29-2052

When this program is offered by a community or state college, the following standards, and benchmarks apply.

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.

- 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities–The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts–The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures–The student will be able to:
- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.

- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.
  - 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills—The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.

- 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

### **Pharmacy Technician (12-22)**

- 12.0 Practice human relation skills--The student will be able to:
- 12.01 Identify the meaning and duties of a pharmacy technician.
  - 12.02 Discuss the organizational flow of responsibilities within a pharmacy setting.

- 12.03 Establish and maintain a professional rapport with co-workers.
  - 12.04 Demonstrate an understanding of the Situation Background Assessment Recommendation (SBAR) communication model.
  - 12.05 Identify the current trends and perspectives related to the management of pharmacy health care organizations.
  - 12.06 Identify the means by which the application of team building can facilitate change within the pharmacy working environment.
- 13.0 Identify pharmaceutical abbreviations and terminology as related to community pharmacy practice--The student will be able to:
- 13.01 Use pharmaceutical medical terminology.
  - 13.02 Define the major symbols and abbreviations used on prescriptions and state the meaning.
- 14.0 Identify medical and legal considerations--The student will be able to:
- 14.01 Discuss the significance and scope of current national and Florida law and administrative rules as they relate to the practice of the pharmacy technician.
  - 14.02 Discuss medical legal concepts as they relate to the practice of the pharmacy technician.
  - 14.03 Discuss the need for accurate pharmacy documentation and recordkeeping.
  - 14.04 State valid reasons for confidentiality of patient information.
  - 14.05 Discuss the patient's Bill of Rights as it relates to pharmacy.
  - 14.06 Discuss pertinent laws governing pharmacy practice such as false prescriptions and an impaired person.
  - 14.07 Identify controlled substance and their applicable regulations.
  - 14.08 Discuss the Florida Right to Know Act with respect to hazardous materials.
  - 14.09 Implement appropriate The Joint Commission patient safety goals.
- 15.0 Perform clerical duties--The student will be able to:
- 15.01 Identify computer applications used in pharmacy.
  - 15.02 Demonstrate computer applications in processing pharmacy prescription data.
  - 15.03 Identify the application of facsimile equipment in generating patient prescriptions.
  - 15.04 Demonstrate the application of office equipment in duplicating patient prescriptions.
  - 15.05 Maintain patient profiles.
  - 15.06 Demonstrate telephone communication skills and routine inquiries.
  - 15.07 Identifies appropriate practice standards pertaining to patient counseling.
  - 15.08 Demonstrate the knowledge of systems used in maintaining pharmacy records.
- 16.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology--The student will be able to:
- 16.01 Define the major classifications of pharmaceuticals.
  - 16.02 Identify the sources from which medications are produced.
  - 16.03 Define poison; define placebo.
  - 16.04 List the two official compendia of standards for quality and purity of drugs and authoritative information on dosage and administration and list six non-official reference manuals.

- 16.05 Display knowledge of trade names and generic name equivalents, chemical names.
- 17.0 Demonstrate knowledge of inventory control--The student will be able to:
  - 17.01 Display knowledge of prescription pricing systems used in pharmacy.
  - 17.02 Maintain stock inventory.
  - 17.03 Prepare electronic purchase orders.
  - 17.04 Receive, store and distribute pharmaceutical supplies.
  - 17.05 Define industry standards in purchasing pharmaceutical supplies.
  - 17.06 Define industry standards in management of Investigational Drugs
  - 17.07 Display knowledge of purchasing, storage and disposal of Pharmaceutical materials
- 18.0 Initiate measurement and calculating techniques as it relates to community practice--The student will be able to:
  - 18.01 Explain the difference between a cubic centimeter and a milliliter.
  - 18.02 Use common pharmaceutical weighing equipment.
  - 18.03 Use common pharmaceutical volume measurement equipment.
  - 18.04 Display knowledge of United States Pharmacopeia (USP) 795 standards
  - 18.05 Explain the technique of preparing common pharmaceutical compounds.
  - 18.06 Convert measurements within the apothecary, avoirdupois, and metric systems.
  - 18.07 Demonstrate knowledge of common pharmaceutical calculations.
- 19.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology--The student will be able to:
  - 19.01 Predict physical and chemical incompatibilities utilizing chemistry properties.
  - 19.02 Describe electrolyte balances.
  - 19.03 Relate the general classes, actions, routes, action and side effects of drugs.
  - 19.04 Identify a listing of usual adult doses of medications and respective contraindications.
- 20.0 Prepare and deliver medications--The student will be able to:
  - 20.01 Read and prepare medication orders correctly.
  - 20.02 Check all new orders with medications listed on profiles.
  - 20.03 Transport medications safely being aware of hazards: theft, legal implications of accidental loss, and other consequences.
  - 20.04 Identify special precautions pertaining to children.
  - 20.05 Maintain controlled substance inventory.
  - 20.06 Demonstrate the proper technique of preparing pharmaceutical preparations.
  - 20.07 Demonstrate the ability to correctly fill and deliver medication cassettes.
  - 20.08 Collect data from medication administration record and drug use and evaluation form.
  - 20.09 Identify and demonstrate use of automated medication dispensing equipment
- 21.0 Prepackage unit dose medications--The student will be able to:
  - 21.01 Locate correct stock container.

- 21.02 Weigh measure, count required individual doses of medication.
- 21.03 Label with required information.
- 21.04 Operate unit dose packaging equipment.
- 21.05 Place individual dose in appropriate containers, repackage in predetermined quantities.
- 21.06 Prepackage unit dose hazardous drugs.
- 21.07 Record prepackaged medication data correctly.
- 21.08 Define role of technician in quality assurance activities.

22.0 Prepare intravenous admixtures--The student will be able to:

- 22.01 Compare medication order with label on vial and check expiration date of product.
- 22.02 Calculate drug dosage for parenteral use.
- 22.03 Identify common drug/drug incompatibilities.
- 22.04 Reconstitute parenteral medications.
- 22.05 Use aseptic techniques to withdraw medication from stock vial measure correct quantity as instructed, select and insert it into IV solution without error.
- 22.06 Use aseptic technique to withdraw medication from an ampule.
- 22.07 Prepare parenteral solutions and discuss current intravenous preparation industry trends.
- 22.08 Prepare Total Parenteral Nutrition solutions.
- 22.09 Prepare chemotherapeutic agents using proper safety techniques.
- 22.10 Demonstrate appropriate technique in the use of specialized equipment such as: laminar flow hoods, filters, pumps,,automated compounders, and barrier isolator.
- 22.11 Place label on IV solution container and keep records.
- 22.12 Perform quality control check.
- 22.13 Identify storage requirements of reconstituted IV solutions.
- 22.14 Display knowledge of United States Pharmacopeia (USP) 797 regulations and the quality assurance required.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**        **Emergency Medical Technician**  
**Career Cluster:**     **Health Science**

<b>CCC</b>	
CIP Number	0351090400
Program Type	College Credit Certificate (CCC)
Program Length	11 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2041 Emergency Medical Technicians and Paramedics
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Emergency Medical Services AS degree program (1351090402).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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.

This is an instructional program that prepares students for employment as emergency medical technicians SOC Code 29-2041 (Emergency Medical Technicians and Paramedics) to function at the basic pre-hospital emergency medical technician level and treat various medical/trauma conditions using appropriate equipment and materials. The program prepares students for certification as EMT's in accordance with Chapter 64J of the Florida Administrative Code. The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT) National EMS



Educational Standards for EMT. This is the initial level for a career in emergency medical services and the primary prerequisite for paramedic training and certification.

The content includes but is not limited to patient assessment, airway management, cardiac arrest, external and internal bleeding and shock, traumatic injuries, fractures, dislocations, sprains, poisoning, heart attack, stroke, diabetes, acute abdomen, communicable diseases, patients with abnormal behavior, alcohol and drug abuse, the unconscious state, emergency childbirth, burns, environmental hazards, communications, reporting, extrication and transportation of patient. The student must be proficient in patient assessment and evaluation, the use of suctioning devices, oral and nasal airways, resuscitation devices, oxygen equipment, sphygmomanometer and stethoscope, splints of all types, pneumatic anti-shock garments, extrication tools, dressings and bandages, stretchers and patient carrying devices.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Statute 401.2701 requires that the instructor-student ratio should not exceed 1:6. Hospital activity shall include a minimum of 20 hours of supervised clinical supervision, including 10 hrs in a hospital emergency department. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

Field Internship Activities: Field internship shall include a competency based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include a minimum of 5 emergency runs resulting in patient care and transport appropriate for the EMT. In addition, the patient care components should include minimum competencies in patient assessment, airway management and ventilation, trauma and medical emergencies.

### **Special Notes**

This program meets the Department of Health HIV/AIDS, trauma score card methodologies and SIDS training education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

Please refer to chapter 401 F.S. for more information on disqualification for the EMT license through the Bureau of Emergency Medical Services (EMS), Department of Health.

An EMT program must be taught by an instructor meeting the qualifications as set forth in 64J-1.201 FAC.

An American Heart Association or Red Cross certification or equivalent in "professional" BLS is required of all candidates for entrance into an EMT program.

The standard length of this program is 250 clock hours or 11 credit hours. This includes the Health Careers Core (90 clock hours).

The Student Performance Standards for Emergency Medical Technology-EMT were adapted and condensed from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

The standard length of the program is 11 credit hours or 250 clock hours, which includes 90 hours for the core.

Minimum entrance requirements for this program include a high school diploma or GED unless high school students are dual enrolled. If dual enrolled, students must have the HS diploma or GED and meet the requirements to sit for the national certification examination.

Once the students have successfully completed the EMT Program, they may be given a certificate stating that they have met all Emergency Medical Responder requirements.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student will be eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupation Students of America, Inc (HOSA) - is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Apply fundamental knowledge of the anatomy and physiology of all human body systems to the practice of EMS.
- 13.0 Apply fundamental knowledge of life span development to patient assessment and management.
- 14.0 Describe the history and evolution of the EMS system.
- 15.0 Discuss and explain the roles, responsibilities and professionalism of EMS Personnel.
- 16.0 Discuss the significance of using the correct safety precautions to ensure the safety of the patient, the EMT and the EMS team.
- 17.0 Discuss stress management techniques useful for both the EMT and the patient.
- 18.0 Discuss the procedures to safely lift and move patients of various age groups and situations (emergency, Urgent and non-urgent moves).
- 19.0 Discuss and apply knowledge of disease transmission to the overall safety and wellness of the EMS team (taught to the level described in FS 401.2701).
- 20.0 Describe the principles of medical documentation and report writing.
- 21.0 Describe the components of the EMS Communication system.
- 22.0 Describe the significance of communication techniques for the EMT.
- 23.0 Discuss the medical, legal and ethical issues to the provision of emergency care.
- 24.0 Discuss the principles of pharmacology as they are related to emergency care.
- 25.0 Discuss and demonstrate scene size up and management in an emergency situation.
- 26.0 Discuss and demonstrate primary patient assessment procedures for all patient age levels.
- 27.0 Discuss and demonstrate the procedures for taking the history of a patient.
- 28.0 Discuss and demonstrate secondary patient assessment procedures for all patient age levels.
- 29.0 Describe the significance of monitoring devices in patient assessment.
- 30.0 Discuss the components and factors of reassessment and its significance in patient assessment.
- 31.0 Demonstrate an understanding and proficiency in Airway Management techniques
- 32.0 Demonstrate an understanding and proficiency in Respiration techniques.
- 33.0 Demonstrate an understanding and proficiency in Artificial Ventilation techniques.
- 34.0 Apply a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation.
- 35.0 Apply knowledge to provide care for patients with a neurological emergency.
- 36.0 Apply knowledge to provide care for patients with an Abdominal/Gastrointestinal emergency.
- 37.0 Apply knowledge to provide care for patients with an Immunologic emergency.
- 38.0 Apply knowledge to provide care for a patient experiencing an infectious disease.
- 39.0 Apply knowledge to provide care for a patient with an endocrine disorder.

- 40.0 Apply knowledge to provide care for a patient with a psychiatric emergency.
- 41.0 Apply knowledge to provide care for patients with a cardiovascular emergency.
- 42.0 Apply knowledge of toxicology to provide care for a patient with a poisoning or overdose emergency.
- 43.0 Apply knowledge to provide care for a patient with a respiratory emergency.
- 44.0 Apply knowledge of Hematology to provide care for patients with a clotting disorder or are experiencing a sickle cell disease crisis.
- 45.0 Apply knowledge to provide care for a patient with a genitourinary/renal emergency.
- 46.0 Apply knowledge to provide care for a patient with a gynecologic emergency.
- 47.0 Apply knowledge to provide care for a patient with a Non-Traumatic Musculoskeletal emergency.
- 48.0 Describe an overview of the identification, categorization, pathophysiology and assessment of a trauma patient.
- 49.0 Demonstrate an understanding and the skills required for the management of a patient with traumatic bleeding.
- 50.0 Demonstrate an understanding and the skills required for the management of a patient with a chest trauma.
- 51.0 Demonstrate an understanding and the skills required for the management of a patient with an abdominal/genitourinary trauma.
- 52.0 Demonstrate an understanding and the skills required for the management of a patient with an orthopedic trauma.
- 53.0 Demonstrate an understanding and the skills required for the management of a patient with a soft tissue trauma.
- 54.0 Demonstrate an understanding and the skills required for the management of a patient with a head, facial, or neck (non-spinal) trauma.
- 55.0 Demonstrate an understanding and the skills required for the management of a patient with a nervous system trauma.
- 56.0 Demonstrate an understanding of the special considerations for the management of a patient experiencing a trauma during pregnancy.
- 57.0 Demonstrate an understanding of the special considerations for the management of the pediatric patient experiencing a trauma.
- 58.0 Demonstrate an understanding of the special considerations for the management of the geriatric patient experiencing a trauma.
- 59.0 Demonstrate an understanding of the special considerations for the management of the cognitively impaired patient experiencing a trauma.
- 60.0 Discuss and demonstrate how to assess and manage environmental trauma emergencies.
- 61.0 Define and articulate the kinematics of trauma.
- 62.0 Describe the components and procedures of a multi-system trauma.
- 63.0 Apply knowledge of growth development, aging and assessment to the obstetric and neonatal populations.
- 64.0 Apply knowledge of growth development, aging and assessment to the pediatric population.
- 65.0 Apply knowledge of growth development, aging and assessment to the geriatric population.
- 66.0 Apply knowledge of growth development, aging and assessment to patients with special challenges.
- 67.0 Discuss and demonstrate the principles of safely operating a ground ambulance.
- 68.0 Discuss an overview of EMS operations during a multiples casualty incident.
- 69.0 Demonstrate knowledge and procedures involved in safely operating in and around an air medical operations landing zone.

- 70.0 Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations.
- 71.0 Discuss the risks and responsibilities of operating during a terrorism event or during a natural or man-made disaster.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Emergency Medical Technician  
**CIP Number:** 0351090400  
**Program Length:** 11 credit hours  
**SOC Code(s):** 29-2041

This certificate program is part of the Emergency Medical Services AS degree program (1351090402).

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:



- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Emergency Medical Technician: Intended outcomes 12-71 complete the occupational exit of EMT. The outcomes may be taught as one or more modules at the postsecondary level. OCP-B SOC Code 29-2041 Emergency Medical Technicians and Paramedics.**

The Student Performance Standards for Emergency Medical Technology-EMT were adapted from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

- 12.0 Apply fundamental knowledge of the anatomy and physiology of all human body systems to the practice of EMS—The students will be able to:
  - 12.01 Label the following topographic terms: Medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, mid-axillary.
  - 12.02 Describe & identify the anatomy and function of the following major body systems: Respiratory, circulatory, musculoskeletal, nervous, integumentary, digestive, urinary, genital and endocrine.
  - 12.03 Define the medical terminology & medical terms associated with the EMT level.
  - 12.04 Define Pathophysiology.
  - 12.05 Chart the life support chain, aerobic metabolism and anaerobic metabolism.
  
- 13.0 Apply fundamental knowledge of life span development to patient assessment and management—The students will be able to:
  - 13.01 Understand the terms used to designate the following stages of life: infants, toddlers, preschoolers, school-age children, adolescents (teenagers), early adults, middle adults & late adults.
  - 13.02 Describe the major physiologic & psychosocial characteristics of:
    - 13.02.01 An infant's life
    - 13.02.02 A toddler and preschooler's life
    - 13.02.03 A school age child's life
    - 13.02.04 An adolescent's life
    - 13.02.05 An early adults life
    - 13.02.06 A middle adult's life
    - 13.02.07 A late adult's life
  
- 14.0 Describe the history and evolution of the EMS system—The students will be able to:
  - 14.01 Define Emergency Medical Services (EMS) systems.
  - 14.02 Discuss the historical background of the development of the EMS system.
  - 14.03 Identify the four levels of national EMS providers (EMR, EMT, AEMT & PM) as well as the three levels in the State of Florida.
  - 14.04 State the specific statutes and regulations regarding the EMS system in Florida.
  
- 15.0 Discuss and explain the roles, responsibilities & professionalism of EMS Personnel—The students will be able to:
  - 15.01 Discuss vehicle & equipment readiness
  - 15.02 Characterize the EMS system's role in prevention and public education.

- 15.03 Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
  - 15.04 Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
  - 15.05 Discuss the maintenance of certification & licensure for the EMT in the State of Florida and NREMT.
  - 15.06 Define quality improvement and discuss the EMT's role in the process.
  - 15.07 Discuss EMS research & evidence based decision making.
- 16.0 Discuss the significance of using the correct safety precautions to ensure the safety of the patient, the EMT and the EMS team—The students will be able to:
- 16.01 Explain the need to determine scene safety.
  - 16.02 Discuss the importance of body substance isolation (BSI).
  - 16.03 Describe the steps the EMT should take for personal protection from airborne and bloodborne pathogens as well as communicable disease.
  - 16.04 List the personal protective equipment necessary to protect oneself in common emergency situations.
- 17.0 Discuss stress management techniques useful for both the EMT and the patient—The students will be able to:
- 17.01 List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
  - 17.02 State the steps the EMT should take when approaching a family confronted with death and dying.
  - 17.03 Recognize the warning signs of personal stress and discuss the strategies EMTs can apply to manage it.
- 18.0 Discuss the procedures to safely lift and move patients of various age groups and situations (emergency, Urgent and non-urgent moves)—The students will be able to:
- 18.01 Demonstrate good body mechanics while using a stretcher and other patient moving devices.
  - 18.02 Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
  - 18.03 Describe the guidelines and safety precautions for carrying patients and/or equipment.
  - 18.04 State the guidelines for reaching and their application.
  - 18.05 State the guidelines for pushing and pulling.
  - 18.06 Discuss patient positioning in common emergency situations.
  - 18.07 Discuss situation that may require the use of medical restraints on the patient & explain guidelines and safety consideration for their use.
- 19.0 Discuss and apply knowledge of disease transmission to the overall safety and wellness of the EMS team (taught to the level described in FS 401.2701)—The students will be able to:
- 19.01 Define “infectious disease” and “communicable disease.”

- 19.02 Describe the routes of transmission for infectious disease.
  - 19.03 Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis & HIV.
  - 19.04 Explain how immunity to infectious diseases is acquired.
  - 19.05 Explain post exposure management of exposure to patient blood or body fluids, including completing a post exposure report.
  - 19.06 Describe the components of physical fitness & mental wellbeing.
- 20.0 Describe the principles of medical documentation and report writing—The students will be able to:
- 20.01 Describe the use of written communication and documentation.
  - 20.02 Explain the legal implication of the patient care report.
  - 20.03 Identify the minimum dataset reference patient information and administrative information on the patient care report.
  - 20.04 Understand how to document refusal of care, including legal implications.
- 21.0 Describe the components of the EMS Communication system—The students will be able to:
- 21.01 Understand the basic principles of the various types of communications equipment used in EMS.
  - 21.02 Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission.
  - 21.03 State the proper procedures and sequence for delivery of patient information to other healthcare professionals.
  - 21.04 Identify the essential components of the verbal report and legal aspects that need to be considered.
- 22.0 Describe the significance of communication techniques for the EMT—The students will be able to:
- 22.01 Describe principles of therapeutic and effective communication with patients in a manner that achieves a positive relationship.
  - 22.02 Discuss adjusting communication strategies to effectively communicate to differing age groups, developmental stages, patients with special needs, and differing cultures, including language barriers.
  - 22.03 Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
- 23.0 Discuss the medical, legal and ethical issues to the provision of emergency care—The students will be able to:
- 23.01 Differentiate between expressed, implied and involuntary consent.
  - 23.02 Discuss the methods of obtaining consent and procedures for minors.
  - 23.03 Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
  - 23.04 Discuss the implications for the EMT in patient refusal of care and/or transport.
  - 23.05 Explain the importance, necessity and legality of patient confidentiality.

- 23.06 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.
  - 23.07 Discuss State of Florida & Federal special reporting situations such as abuse, sexual assault, gunshots & knife wounds, communicable disease, etc.
  - 23.08 Differentiate between civil tort & criminal actions.
  - 23.09 List the elements of negligence and defenses/protections from liability.
  - 23.10 Discuss the role of the EMT at crime scenes and preservation of evidence.
  - 23.11 Define ethics & morality and discuss their implication for the EMT.
- 24.0 Discuss the principles of pharmacology as they are related to emergency care—The students will be able to:
- 24.01 Explain the “six rights” of medication administration and describe how each one related to EMS.
  - 24.02 Discuss the forms in which the medications may be found and provide examples of each and discuss how the form of a medication dictates its route of administration.
  - 24.03 Describe the difference between a generic medication name and trade name, and provide an example of each.
  - 24.04 Discuss the components and elements of a drug profile including, actions, contraindications, side effects, dose and route.
  - 24.05 Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
  - 24.06 Give the generic and trade names, actions, indication, contraindications, routes of administration, side effects, interactions & doses of medications that may be administered by and EMT in an emergency as dictated by the State of Florida & local medical direction.
  - 24.07 Demonstrate how to administer medication in the following routes; oral, sublingual and auto-injector.
- 25.0 Discuss and demonstrate scene size up and management in an emergency situation—The students will be able to:
- 25.01 Recognize and describe hazards/potential hazards at the scene.
  - 25.02 Determine if the scene is safe to enter.
  - 25.03 Discuss common mechanisms of injury/nature of illness.
  - 25.04 Discuss the procedures for multiple-patient situations.
  - 25.05 Explain why it is important for the EMT to determine the need for additional or specialized resources.
  - 25.06 List the minimum standard precautions that should be followed and PPE that should be worn at the emergency scene.
- 26.0 Discuss and demonstrate primary patient assessment procedures for all patient age levels—The students will be able to:
- 26.01 Summarize the elements of a general impression of the patient.
  - 26.02 Discuss & demonstrate methods of assessing altered mental status using assess for level of consciousness (AVPU).
  - 26.03 Discuss & demonstrate methods of assessing the airway and providing airway care.
  - 26.04 Describe& demonstrate methods used for assessing if a patient is breathing.
  - 26.05 Differentiate between a patient with adequate and inadequate breathing.

- 26.06 Distinguish between methods of assessing breathing.
  - 26.07 Describe & demonstrate the methods used to obtain a pulse.
  - 26.08 Discuss & demonstrate the need for assessing the patient for external bleeding.
  - 26.09 Describe & demonstrate normal and abnormal findings when assessing skin color, temperature, moisture & capillary refill in adult, child & infant.
  - 26.10 Explain the reason for & demonstrate prioritizing a patient for care and transport.
- 27.0 Discuss and demonstrate the procedures for taking the history of a patient—The students will be able to:
- 27.01 Discuss the process of taking a history, its key components and its relationship to the primary assessment process.
  - 27.02 Explain the importance of obtaining a SAMPLE & OPQRST history.
  - 27.03 Recognize and respond to the feelings patients experience during assessment.
  - 27.04 Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
- 28.0 Discuss and demonstrate secondary patient assessment procedures for all patient age levels—The students will be able to:
- 28.01 Describe the unique needs & demonstrate assessing an individual with a specific chief complaint with no known prior history.
  - 28.02 Discuss the components of the physical exam and skills involved.
  - 28.03 Differentiate between the history and physical exam that are performed for responsive patients with no known prior history, responsive patients with a known prior history and unresponsive patients.
- 29.0 Describe the significance of monitoring devices in patient assessment—The students will be able to:
- 29.01 Explain and demonstrate the use and interpretation of pulse oximetry device readings.
  - 29.02 List normal blood pressure ranges for adults, children & infants.
  - 29.03 Demonstrate how to measure a blood pressure by palpation, auscultation and electronic devices while in the field.
- 30.0 Discuss the components and factors of reassessment and its significance in patient assessment—The students will be able to:
- 30.01 Describe the components of the reassessment and demonstrate the skills involved.
  - 30.02 Discuss the reasons for repeating the initial assessment as part of the reassessment.
  - 30.03 Explain trending assessment components and its value to other health professionals who assume care of the patient.
- 31.0 Demonstrate an understanding and proficiency in Airway Management technique—The students will be able to:
- 31.01 Name & label the structures of the respiratory system.

- 31.02 State what care should be provided for a patient with or without adequate breathing.
  - 31.03 Describe & demonstrate the steps in performing the head-tilt chin-lift.
  - 31.04 Relate mechanism of injury to opening the airway.
  - 31.05 Describe & demonstrate the steps in performing the jaw thrust.
  - 31.06 Describe & demonstrate the techniques of suctioning and its importance.
- 32.0 Demonstrate an understanding and proficiency in Respiration techniques—The students will be able to:
- 32.01 Describe the pulmonary ventilation process to include mechanics of ventilation & alveolar ventilation (tidal volumes, dead space, etc).
  - 32.02 Describe the oxygenation process.
  - 32.03 Explain both external & internal respiration process.
  - 32.04 Discuss the various pathophysiologies of the respiratory system.
  - 32.05 Describe how to assess for adequate and inadequate respiration, including the use of pulse oximetry.
  - 32.06 List the components, purpose, indications, contraindications, complications and procedures for oxygen delivery devices.
  - 32.07 Demonstrate oxygen administration for the pediatric and geriatric patient.
  - 32.08 Describe and demonstrate the steps in performing the skill of assisting ventilations in the conscious patient in respiratory distress using a bag-valve-mask (BVM), and continuous positive airway pressure (CPAP).
- 33.0 Demonstrate an understanding and proficiency in Artificial Ventilation techniques—The students will be able to:
- 33.01 Demonstrate how to insert both an oropharyngeal (oral) and a nasopharyngeal (nasal) airway.
  - 33.02 Describe & demonstrate how to artificially ventilate a patient with a pocket mask.
  - 33.03 Describe & demonstrate the steps in performing the skill of artificially ventilating a patient with a BVM for one or two rescuers.
  - 33.04 Describe & demonstrate the signs of adequate & inadequate artificial ventilation using the BVM.
  - 33.05 Describe & demonstrate the steps in artificially ventilating a patient with a manually triggered ventilation device.
  - 33.06 Demonstrate how to artificially ventilate the pediatric and geriatric patient.
  - 33.07 Describe & demonstrate how to perform the Sellick maneuver (cricoid pressure).
  - 33.08 Recognize the differences between normal and positive pressure ventilation.
- 34.0 Apply a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation—The students will be able to:
- 34.01 Discuss withholding resuscitation if irreversible death is obvious or if a “DO Not Resuscitate” (DNR) is present.
  - 34.02 Review the anatomy & physiology of the respiratory & cardiovascular systems.
  - 34.03 Discuss, identify pathophysiologies & medical care for respiratory failure as well as respiratory and cardiac arrest.
  - 34.04 Explain the system components of CPR, the four links in the AHA chain of survival & how each one relates to maximizing the survival of the patient.

- 34.05 Show Provider (AHA guidelines) certification required prior to EMT program competition as per FS 401.27.
  - 34.06 Understand shock, including the pathophysiology, causes, and its signs and symptoms associated with the various types of shock.
  - 34.07 Discuss patient assessment and steps to the emergency care of the patient with signs & symptoms of shock.
  - 34.08 Discuss and distinguish the variations & causes between the emergency medical care of the infant, child, adult and geriatric patient experiencing shock.
- 35.0 Apply knowledge to provide care for patients with a neurological emergency—The students will be able to:
- 35.01 Discuss & review the anatomy, physiology & pathophysiology of the brain & spinal cord.
  - 35.02 Discuss & identify the causes of ischemic strokes, hemorrhagic strokes & transient ischemic attacks and their similarities & differences.
  - 35.03 Discuss & demonstrate how to use the stroke assessment tool accepted by the State of Florida to identify a stroke patient rapidly.
  - 35.04 Define and differentiate generalize seizure, partial seizure & status epilepticus and list their possible causes.
  - 35.05 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with neurological emergencies.
- 36.0 Apply knowledge to provide care for patients with an Abdominal/Gastrointestinal emergency—The students will be able to:
- 36.01 Discuss and review the basic anatomy physiology & pathophysiology of the gastrointestinal, genital & urinary systems.
  - 36.02 Define the term, "acute abdomen."
  - 36.03 Identify the signs & symptoms, and common causes of an acute abdomen.
  - 36.04 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with gastrointestinal emergencies.
- 37.0 Apply knowledge to provide care for patients with an Immunologic emergency—The students will be able to:
- 37.01 Understand and define the terms allergic reaction and anaphylaxis.
  - 37.02 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an allergic reaction.
  - 37.03 State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.
  - 37.04 Demonstrate the use of epinephrine auto-injector.
- 38.0 Apply knowledge to provide care for a patient experiencing an infectious disease—The students will be able to:
- 38.01 List the causes of infectious diseases.
  - 38.02 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an infectious disease.
  - 38.03 Discuss mandatory notification to State or Federal agencies of various diseases.



- 39.0 Apply knowledge to provide care for a patient with an endocrine disorder—The students will be able to:
- 39.01 Review the anatomy, physiology & pathophysiology of the endocrine system and its main function in the body.
  - 39.02 Define diabetes (type I & II), Hypoglycemia, Hyperglycemia & Diabetic Ketoacidosis.
  - 39.03 Identify & demonstrate the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
  - 39.04 State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.
  - 39.05 Demonstrate the steps of using a glucometer device and administering oral glucose.
  - 39.06 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a diabetic emergency.
- 40.0 Apply knowledge to provide care for a patient with a psychiatric emergency—The students will be able to:
- 40.01 Define behavior, psychiatric disorders & behavioral emergencies.
  - 40.02 Discuss the general factors that may cause an alteration in a patient's behavior.
  - 40.03 Discuss the risk factors/signs or symptoms of various psychiatric emergencies.
  - 40.04 Discuss special medical/legal considerations for managing behavioral emergencies to include Florida statutes:
    - 40.04.01 Baker Act (FS 394.451)
    - 40.04.02 Marchman Act (FS 397.601 & FS 397.675)
    - 40.04.03 Emergency examination & treatment of incapacitated (FS401.445)
  - 40.05 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a behavioral or psychiatric emergency.
  - 40.06 Demonstrate various techniques to safely restrain a patient with a behavioral problem.
- 41.0 Apply knowledge to provide care for patients with a cardiovascular emergency—The students will be able to:
- 41.01 Review the basic anatomy, physiology and pathophysiology of the cardiovascular system.
  - 41.02 Describe the anatomy, physiology, pathophysiology and demonstrate the assessment & management of :
    - 41.02.01 Angina pectoris
    - 41.02.02 Thromboembolism
    - 41.02.03 Myocardial infarction
    - 41.02.04 Hypertensive emergencies
    - 41.02.05 Aortic aneurysm/dissection
    - 41.02.06 Heart Failure
  - 41.03 Demonstrate the ability to assess and treat a patient with signs and symptoms of cardiac issues, including airway, medication administration, position of comfort and life span considerations.
  - 41.04 List the indications & contraindications for automated external defibrillation (AED).
  - 41.05 Explain the impact of age and weight on defibrillation.

- 41.06 Discuss the position of comfort for patients with various cardiac emergencies.
  - 41.07 Explain the rationale for early defibrillation.
  - 41.08 Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator.
  - 41.09 Discuss the various types of automated external defibrillators.
  - 41.10 Differentiate between the fully automated and the semi-automated defibrillator.
  - 41.11 Understand the importance of maintenance and operators check list for AED's.
  - 41.12 Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
  - 41.13 Explain the role medical direction plays in the use of automated external defibrillation.
- 42.0 Apply knowledge of toxicology to provide care for a patient with a poisoning or overdose emergency—The students will be able to:
- 42.01 Define toxicology, poisoning & overdose.
  - 42.02 List various ways that poisons enter the body.
  - 42.03 List signs/symptoms associated with poisoning.
  - 42.04 Discuss & demonstrate the emergency medical care for the infant, child, adult and geriatric patient with poisoning or overdose.
  - 42.05 State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal.
  - 42.06 Perform the necessary steps required to provide a patient with activated charcoal.
- 43.0 Apply knowledge to provide care for a patient with a respiratory emergency—The students will be able to:
- 43.01 List the structure, function and pathophysiology of the respiratory system.
  - 43.02 List signs of adequate air exchange.
  - 43.03 State the signs and symptoms of a patient with respiratory distress.
  - 43.04 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with a respiratory emergency.
  - 43.05 State the generic name, medication forms, dose, administration, action, indications and contraindications for the metered-dose inhaler.
  - 43.06 Demonstrate the steps in facilitating the use of an inhaler.
  - 43.07 Differentiate between upper airway obstruction and lower airway disease in the pediatric and geriatric patient.
- 44.0 Apply knowledge of Hematology to provide care for patients with a clotting disorder or are experiencing a sickle cell disease crisis—The students will be able to:
- 44.01 List the composition, physiology & pathophysiology of blood.
  - 44.02 State the signs and symptoms of a patient with a Sickle Cell crisis or a clotting disorder.
  - 44.03 Describe & demonstrate the emergency medical care of the patient with Sickle cell distress or clotting disorder.

- 45.0 Apply knowledge to provide care for a patient with a genitourinary/renal emergency—The students will be able to:
- 45.01 List the anatomy, physiology & pathophysiology of the renal system.
  - 45.02 Understand the principles of kidney dialysis.
  - 45.03 State the signs and symptoms of a patient with a dialysis emergency.
  - 45.04 Describe & demonstrate the emergency medical care of the patient with a dialysis emergency.
- 46.0 Apply knowledge to provide care for a patient with a gynecologic emergency—The students will be able to:
- 46.01 Describe the basic anatomy, physiology and pathophysiology of the female reproductive system.
  - 46.02 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a female reproductive system emergency.
  - 46.03 Explain the general management of a gynecologic emergency in relation to patient privacy and communication.
  - 46.04 Discuss the special consideration and precautions an EMT must observe when arriving at the scene of a suspected case of sexual assault or rape.
- 47.0 Apply knowledge to provide care for a patient with a Non-Traumatic Musculoskeletal emergency—The students will be able to:
- 47.01 Describe the basic anatomy, physiology and pathophysiology of the skeletal system (i.e. cancer or osteoporosis).
  - 47.02 Describe & demonstrate the emergency medical care of the patient with a non-traumatic musculoskeletal emergency.
- 48.0 Describe an overview of the identification, categorization, pathophysiology and assessment of a trauma patient—The students will be able to:
- 48.01 Discuss and define pathophysiology of the trauma patient.
  - 48.02 Discuss and demonstrate assessment and management of the trauma patient.
  - 48.03 Discuss and describe significant & non-significant Mechanism of Injury (MOI) & provide examples of each.
  - 48.04 Discuss and describe State of Florida's trauma scorecard methodologies as required in FS 401.2701 & 64J-2.004 & 2.005.
  - 48.05 Discuss the National Trauma Triage Protocol of injured Patients (<http://cdc.gov/fieldtriage/>).
- 49.0 Demonstrate an understanding and the skills required for the management of a patient with traumatic bleeding—The students will be able to:
- 49.01 Review the anatomy & physiology of the circulatory system.
  - 49.02 Differentiate between:
    - 49.02.01 Internal and external bleeding.
    - 49.02.02 Arterial, venous and capillary bleeding.
  - 49.03 Explain and demonstrate emergency medical care of the patient with external & internal bleeding.
  - 49.04 List signs and symptoms of shock (hypo-perfusion).

- 50.0 Demonstrate an understanding and the skills required for the management of a patient with a chest trauma—The students will be able to:
- 50.01 Discuss MOI for chest injury (blunt & penetrating, energy & injury).
  - 50.02 List the anatomy, physiology & pathophysiology of the thoracic/chest cavity & respiratory system.
  - 50.03 Differentiate between a pneumothorax (open, simple & tension) & hemothorax.
  - 50.04 Describe and demonstrate the assessment & management of a patient with a suspected chest (open and closed) injury.
- 51.0 Demonstrate an understanding and the skills required for the management of a patient with an abdominal/genitourinary trauma—The students will be able to:
- 51.01 Discuss MOI for abdominal injury (blunt & penetrating, energy & injury).
  - 51.02 List the anatomy, physiology & pathophysiology of the abdominal cavity & genitourinary (both male & female) system.
  - 51.03 Describe the abdominal quadrants.
  - 51.04 Describe the differences between hollow & solid organs.
  - 51.05 Describe and demonstrate the assessment & management of a patient with a suspected abdominal (penetrating or blunt) or genitourinary injury.
  - 51.06 Explain special consideration related to a patient who has experienced an injury by sexual assault/abuse.
- 52.0 Demonstrate an understanding and the skills required for the management of a patient with an orthopedic trauma—The students will be able to:
- 52.01 Discuss MOI for orthopedic injury (blunt & penetrating, energy & injury).
  - 52.02 Review the anatomy, physiology & pathophysiology of the musculoskeletal system.
  - 52.03 Describe the different types of musculoskeletal injuries including fractures, amputations, sprains, & strains.
  - 52.04 Differentiate between an open and a closed painful, swollen, deformed extremity.
  - 52.05 Describe and demonstrate the assessment & management of a patient with a suspected orthopedic injury.
- 53.0 Demonstrate an understanding and the skills required for the management of a patient with a soft tissue trauma—The students will be able to:
- 53.01 Discuss & list the anatomy and physiology, to include the layers, of the skin.
  - 53.02 Discuss and list the types of open & closed soft tissue injury.
  - 53.03 Define and list characteristics of superficial, partial-thickness and full-thickness burns.
  - 53.04 Explain how the seriousness of a burn is related to its depth and extent (percent of body surface area (BSA) involved or rule of 9s) for adult & pediatric patient.
  - 53.05 Describe and demonstrate the assessment & management of a patient with a soft tissue injury.
- 54.0 Demonstrate an understanding and the skills required for the management of a patient with a head, facial, or neck (non-spinal) trauma—The students will be able to:

- 54.01 List the anatomy, physiology & pathophysiology of the head, face, & neck.
  - 54.02 Discuss MOI for head, face, & neck (non-spinal) (blunt & penetrating, energy & injury).
  - 54.03 Describe and demonstrate the assessment & management of a patient with an injury to the head, face & neck (non-spinal).
- 55.0 Demonstrate an understanding and the skills required for the management of a patient with a nervous system trauma—The students will be able to:
- 55.01 Review the anatomy, physiology & pathophysiology of the nervous system.
  - 55.02 Explain functions of the somatic & autonomic nervous system.
  - 55.03 Discuss MOI for head (brain) & spinal (blunt & penetrating, energy & injury).
  - 55.04 Discuss the different types of brain injuries and their corresponding signs and symptoms, including increased intracranial pressure (ICP), concussion, contusion & injuries caused by medical conditions.
  - 55.05 Describe and demonstrate the assessment & management of a patient with a head (brain) and spinal injury.
- 56.0 Demonstrate an understanding of the special considerations for the management of a patient experiencing a trauma during pregnancy—The students will be able to:
- 56.01 Discuss anatomy, physiology & pathophysiology of the pregnant trauma patient.
  - 56.02 Discuss MOI and fetal considerations for the pregnant trauma patient.
  - 56.03 Discuss & demonstrate unique injuries and conditions along with assessment & management for the pregnant patient involved in trauma.
- 57.0 Demonstrate an understanding of the special considerations for the management of the pediatric patient experiencing a trauma—The students will be able to:
- 57.01 Discuss anatomy, physiology & pathophysiology of the pediatric trauma patient.
  - 57.02 Discuss & demonstrate unique assessment & management considerations for the pediatric trauma patient.
- 58.0 Demonstrate an understanding of the special considerations for the management of the geriatric patient experiencing a trauma—The students will be able to:
- 58.01 Discuss anatomy, physiology & pathophysiology of the elderly trauma patient.
  - 58.02 Discuss & demonstrate unique assessment & management considerations for the elderly trauma patient.
- 59.0 Demonstrate an understanding of the special considerations for the management of the cognitively impaired patient experiencing a trauma—The students will be able to:
- 59.01 Discuss anatomy, physiology & pathophysiology of the cognitively impaired trauma patient.
  - 59.02 Discuss & demonstrate unique assessment & management considerations for the cognitively impaired trauma patient.
- 60.0 Discuss and demonstrate how to assess and manage environmental trauma emergencies—The students will be able to:

- 60.01 Define drowning and discuss its incidence, risk factors & prevention.
  - 60.02 List pathophysiologies of water related incidents.
  - 60.03 Describe submersion in salt and fresh water.
  - 60.04 Discuss & demonstrate assessment & management considerations for a patient of a submersion incident.
  - 60.05 Describe the different types of diving emergencies and how they may occur.
  - 60.06 List pathophysiologies of dysbarism incidents to include high altitudes and diving incidents.
  - 60.07 Discuss & demonstrate assessment & management considerations for a patient of a dysbarism incident.
  - 60.08 Discuss & demonstrate assessment & management considerations for a patient of a lightning incident
  - 60.09 Explain the five ways a body can lose heat.
  - 60.10 List pathophysiologies of temperature related incidents to include both cold and heat related illness.
  - 60.11 Discuss & demonstrate assessment & management considerations for a patient of a temperature related illness.
  - 60.12 Identify the species of insects, spiders & snakes in the US that may cause life threatening injuries.
  - 60.13 Discuss & demonstrate assessment & management considerations for a patient of a bite or envenomation incident.
- 61.0 Define and articulate the kinematics of trauma—The students will be able to:
- 61.01 Explain the relationship between mechanism of injury and potential energy, kinetic energy and work.
  - 61.02 Define term blunt & penetrating trauma and provide examples of the mechanism of injury (MOI) that would cause each to occur and include:
    - 61.02.01 Affects of high, medium & low velocity penetrating trauma
    - 61.02.02 Primary, secondary, tertiary and miscellaneous blast injuries
    - 61.02.03 Factors to consider of a patient injured in a fall
    - 61.02.04 Consider age (pediatric & geriatrics)
- 62.0 Describe the components and procedures of a multi-system trauma—The students will be able to:
- 62.01 Describe and provide a general overview of multisystem trauma patient management.
  - 62.02 Discuss the golden principle of out-of-hospital trauma care.
  - 62.03 Discuss & demonstrate assessment & management considerations for a patient of multi system injuries.
- 63.0 Apply knowledge of growth development, aging and assessment to the obstetric and neonatal populations—The students will be able to:
- 63.01 Review the anatomy, physiology & pathophysiology of the female reproductive system.
  - 63.02 Explain the normal changes that occur during pregnancy.
  - 63.03 Differentiate between the stages of labor and delivery.
  - 63.04 Discuss & demonstrate assessment & management considerations of a pregnancy.

- 63.05 Discuss assessment & management considerations of complications of pregnancy.
- 63.06 Discuss & demonstrate assessment & management considerations of a neonate.
- 64.0 Apply knowledge of growth development, aging and assessment to the pediatric population—The students will be able to:
  - 64.01 List the anatomy, physiology & pathophysiology of the pediatric patient.
  - 64.02 Describe the differences in anatomy of the pediatric patient when compared to the adult patient.
  - 64.03 Discuss & demonstrate assessment & management considerations of a pediatric emergency.
  - 64.04 The most common causes of the following conditions in the pediatric patient.
    - 64.04.01 Shock
    - 64.04.02 Altered mental status and seizures
    - 64.04.03 Gastrointestinal emergencies
    - 64.04.04 Poisonings
    - 64.04.05 Drowning
    - 64.04.06 Trauma
  - 64.05 Discuss & demonstrate assessment & management considerations for Sudden Infant Death Syndrome (SIDS).
- 65.0 Apply knowledge of growth development, aging and assessment to the geriatric population—The students will be able to:
  - 65.01 Define and discuss the term “geriatrics.”
  - 65.02 List the anatomy, physiology & pathophysiology of the geriatric patient.
  - 65.03 Discuss & demonstrate assessment & management considerations of a geriatric emergency.
- 66.0 Apply knowledge of growth development, aging and assessment to patients with special challenges—The students will be able to:
  - 66.01 Define and discuss child and elder abuse and neglect and possible indicators of each.
  - 66.02 Discuss assessment & management considerations of a patient with special needs to include child and elder abuse and neglect, homelessness/poverty, etc.
- 67.0 Discuss and demonstrate the principles of safely operating a ground ambulance—The students will be able to:
  - 67.01 Discuss the importance of performing regular vehicle & equipment inspection.
  - 67.02 Describe the general provisions of Florida laws relating to the operation of the ambulance and privileges.
  - 67.03 Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle.
  - 67.04 Provide examples of some high risk situations and hazards that may affect the safety of the ambulance and its passengers during both pre-transport & transport.

- 68.0 Discuss an overview of EMS operations during a multiples casualty incident—The students will be able to:
- 68.01 Describe the specific condition that would define a mass-casualty incident (MCI) and give examples.
  - 68.02 Describe primary and secondary triage, how the four triage categories are assigned and how destination decisions are made.
  - 68.03 Describe how the techniques of triage are performed.
  - 68.04 Demonstrate how to perform a triage based scenario that involves an MCI.
- 69.0 Demonstrate knowledge and procedures involved in safely operating in and around an air medical operations landing zone—The students will be able to:
- 69.01 Discuss safe air medical operations.
  - 69.02 Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
  - 69.03 Discuss the criteria for utilizing an air medial response.
- 70.0 Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations—The students will be able to:
- 70.01 Describe the role of the EMT in patient rescue & vehicle extrication.
  - 70.02 Describe personal and patient safety during vehicle extrication.
  - 70.03 Discuss the factors related to ensuring situational safety at the site of a vehicle extrication.
  - 70.04 Explain the difference between simple access and complex access in vehicle extrication.
  - 70.05 Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
- 71.0 Discuss the risks and responsibilities of operating during a terrorism event or during a natural or man-made disaster—The students will be able to:
- 71.01 Describe the role of the EMT on the scene of a natural or man-made disaster
  - 71.02 Define the term international terrorism & domestic terrorism and provide examples of incidents of each.
  - 71.03 Describe personal & patient safety during a natural or man-made disaster.
  - 71.04 Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Emergency Medical Technician -ATD  
**Program Type:** ATD (Applied Technology Diploma)  
**Career Cluster:** Health Science

	<b>CC</b>	<b>PSAV</b>
Program Number	N/A	W170208
CIP Number	0351090403	0351090404
Grade Level	Applied Technology Diploma (ATD)	30, 31
Standard Length	11 credit hours	250 clock hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	29-2041 Emergency Medical Technicians and Paramedics 31-9099 Healthcare Support Workers, All Other	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10	

### **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.

This is an instructional program that prepares students for employment as emergency medical technicians SOC Code 29-2041 (Emergency Medical Technicians and Paramedics) to function at the basic pre-hospital emergency medical technician level and treat various medical/trauma conditions using appropriate equipment and materials. The program prepares students for certification as EMT's in accordance with Chapter 64J of the Florida Administrative Code. The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT) National EMS Educational Standards for EMT. This is the initial level for a career in emergency medical services and the primary prerequisite for paramedic training and certification.

The content includes but is not limited to : patient assessment, airway management, cardiac arrest, external and internal bleeding and shock, traumatic injuries, fractures, dislocations,

sprains, poisoning, heart attack, stroke, diabetes, acute abdomen, communicable diseases, patients with abnormal behavior, alcohol and drug abuse, the unconscious state, emergency childbirth, burns, environmental hazards, communications, reporting, extrication and transportation of patient. The student must be proficient in patient assessment and evaluation, the use of suctioning devices, oral and nasal airways, resuscitation devices, oxygen equipment, sphygmomanometer and stethoscope, splints of all types, pneumatic anti-shock garments, extrication tools, dressings and bandages, stretchers and patient carrying devices.

### **Program Structure**

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit. A public school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a community college.

### **PSAV Program**

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

OCP	Course Number	Course Title	Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	EMS0159	Emergency Medical Technician	160 hours	29-2041

### **Community College**

When offered at the community college level, this ATD program is part of the Emergency Medical Services (1351090402/0351090402) and has a program length of 11 credits.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Statute 401.2701 requires that the instructor-student ratio should not exceed 1:6. Hospital activity shall include a minimum of 20 hours of supervised clinical supervision, including 10 hrs in a hospital emergency department. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

Field internship shall include a competency based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include a minimum of 5 emergency runs resulting in patient care and transport appropriate for the EMT. In addition, the patient care component should include minimum competencies in patient assessment, airway management and ventilation, trauma and medical emergencies.

## **Special Notes**

This program meets the Department of Health HIV/AIDS, trauma score card methodologies and SIDS training education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

Please refer to chapter 401 F.S. for more information on disqualification for the EMT license through the Bureau of Emergency Medical Services (EMS), Department of Health.

An EMT program must be taught by an instructor meeting the qualifications as set forth in 64J-1.201 FAC.

Students must complete this program, or demonstrate the mastery of skills standards contained in this program, before advancing in either of the other programs in this cluster. Completion of this program should prepare the student for the certification examination approved for the state of Florida.

An American Heart Association or Red Cross certification or equivalent in "professional" BLS is required of all candidates for entrance into an EMT program.

The Student Performance Standards for Emergency Medical Technology-EMT were adapted from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

Once students have successfully completed the EMT Program, they may be given a certificate stating they have met all Emergency Medical Responder competency requirements.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

Some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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). For further information, see Rule 6A-6.0312, F.A.C., Course Modifications for Exceptional Students, and the latest pertinent Technical Assistance Paper (<http://www.fldoe.org/ese/tap-home.asp>).

### **Articulation**

The information related to the guaranteed transfer of credit between an ATD program and AS/AAS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS/AAS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS/AAS degree articulation agreements please visit, [http://www.fldoe.org/articulation/pdf/ATD\\_to\\_ASandAAS\\_ArticulationAgreemts.pdf](http://www.fldoe.org/articulation/pdf/ATD_to_ASandAAS_ArticulationAgreemts.pdf)

## **Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS/AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 11 credits. When offered at a technical center the standard length of this program is 250 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Apply fundamental knowledge of the anatomy and physiology of all human body systems to the practice of EMS.
- 13.0 Apply fundamental knowledge of life span development to patient assessment and management.
- 14.0 Describe the history and evolution of the EMS system.
- 15.0 Discuss and explain the roles, responsibilities & professionalism of EMS Personnel.
- 16.0 Discuss the significance of using the correct safety precautions to ensure the safety of the patient, the EMT and the EMS team.
- 17.0 Discuss stress management techniques useful for both the EMT and the patient.

- 18.0 Discuss the procedures to safely lift and move patients of various age groups and situations (emergency, urgent and non-urgent moves).
- 19.0 Discuss and apply knowledge of disease transmission to the overall safety and wellness of the EMS team (taught to the level described in FS 401.2701).
- 20.0 Describe the principles of medical documentation and report writing.
- 21.0 Describe the components of the EMS Communication system.
- 22.0 Describe the significance of communication techniques for the EMT.
- 23.0 Discuss the medical, legal and ethical issues to the provision of emergency care.
- 24.0 Discuss the principles of pharmacology as they are related to emergency care.
- 25.0 Discuss and demonstrate scene size up and management in an emergency situation.
- 26.0 Discuss and demonstrate primary patient assessment procedures for all patient age levels.
- 27.0 Discuss and demonstrate the procedures for taking the history of a patient.
- 28.0 Discuss and demonstrate secondary patient assessment procedures for all patient age levels.
- 29.0 Describe the significance of monitoring devices in patient assessment.
- 30.0 Discuss the components and factors of reassessment and its significance in patient assessment.
- 31.0 Demonstrate an understanding and proficiency in Airway Management techniques.
- 32.0 Demonstrate an understanding and proficiency in Respiration techniques.
- 33.0 Demonstrate an understanding and proficiency in Artificial Ventilation techniques.
- 34.0 Apply a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation.
- 35.0 Apply knowledge to provide care for patients with a neurological emergency.
- 36.0 Apply knowledge to provide care for patients with an Abdominal/Gastrointestinal emergency.
- 37.0 Apply knowledge to provide care for patients with an Immunologic emergency.
- 38.0 Apply knowledge to provide care for a patient experiencing an infectious disease.
- 39.0 Apply knowledge to provide care for a patient with an endocrine disorder.
- 40.0 Apply knowledge to provide care for a patient with a psychiatric emergency.
- 41.0 Apply knowledge to provide care for patients with a cardiovascular emergency.
- 42.0 Apply Knowledge of toxicology to provide care for a patient with a poisoning or overdose emergency.
- 43.0 Apply knowledge to provide care for a patient with a respiratory emergency.
- 44.0 Apply knowledge of Hematology to provide care for patients with a clotting disorder or are experiencing a sickle cell disease crisis.
- 45.0 Apply knowledge to provide care for a patient with a genitourinary/renal emergency.
- 46.0 Apply knowledge to provide care for a patient with a gynecologic emergency.
- 47.0 Apply knowledge to provide care for a patient with a Non-Traumatic Musculoskeletal emergency.
- 48.0 Describe an overview of the identification, categorization, pathophysiology and assessment of a trauma patient.
- 49.0 Demonstrate an understanding and the skills required for the management of a patient with traumatic bleeding.
- 50.0 Demonstrate an understanding and the skills required for the management of a patient with a chest trauma.
- 51.0 Demonstrate an understanding and the skills required for the management of a patient with an abdominal/genitourinary trauma.
- 52.0 Demonstrate an understanding and the skills required for the management of a patient with an orthopedic trauma.

- 53.0 Demonstrate an understanding and the skills required for the management of a patient with a soft tissue trauma.
- 54.0 Demonstrate an understanding and the skills required for the management of a patient with a head, facial, or neck (non-spinal) trauma.
- 55.0 Demonstrate an understanding and the skills required for the management of a patient with a nervous system trauma.
- 56.0 Demonstrate an understanding of the special considerations for the management of a patient experiencing a trauma during pregnancy.
- 57.0 Demonstrate an understanding of the special considerations for the management of the pediatric patient experiencing a trauma.
- 58.0 Demonstrate an understanding of the special considerations for the management of the geriatric patient experiencing a trauma.
- 59.0 Demonstrate an understanding of the special considerations for the management of the cognitively impaired patient experiencing a trauma.
- 60.0 Discuss and demonstrate how to assess and manage environmental trauma emergencies.
- 61.0 Define and articulate the kinematics of trauma.
- 62.0 Describe the components and procedures of a multi-system trauma.
- 63.0 Apply knowledge of growth development, aging and assessment to the obstetric and neonatal populations.
- 64.0 Apply knowledge of growth development, aging and assessment to the pediatric population.
- 65.0 Apply knowledge of growth development, aging and assessment to the geriatric population.
- 66.0 Apply knowledge of growth development, aging and assessment to patients with special challenges.
- 67.0 Discuss and demonstrate the principles of safely operating a ground ambulance.
- 68.0 Discuss an overview of EMS operations during a multiples casualty incident.
- 69.0 Demonstrate knowledge and procedures involved in safely operating in and around an air medical operations landing zone.
- 70.0 Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations.
- 71.0 Discuss the risks and responsibilities of operating during a terrorism event or during a natural or man-made disaster.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:           Emergency Medical Technician**  
**PSAV Number:           W170208**

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

**PSAV Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a healthcare team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Recognize methods for building positive team relationships.
  - 01.09 Analyze attributes and attitudes of an effective leader.
  - 01.10 Recognize factors and situations that may lead to conflict.
  - 01.11 Demonstrate effective techniques for managing team conflict.
  - 01.12 Describe factors that influence the current delivery system of healthcare.
  - 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Respond to verbal and non-verbal cues.



- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities–The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts–The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.

- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills—The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.

- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

**PSAV Course Number: EMS0159**  
**Occupational Completion Point: B**  
**Emergency Medical Technician – 160 Hours – SOC Code 29-2041**

- 12.0 Apply fundamental knowledge of the anatomy and physiology of all human body systems to the practice of EMS—The students will be able to:
  - 12.01 Label the following topographic terms: Medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, mid-axillary.
  - 12.02 Describe & identify the anatomy and function of the following major body systems: Respiratory, circulatory, musculoskeletal, nervous, integumentary, digestive, urinary, genital and endocrine.
  - 12.03 Define the medical terminology & medical terms associated with the EMT level.
  - 12.04 Define Pathophysiology.
  - 12.05 Chart the life support chain, aerobic metabolism and anaerobic metabolism.
  
- 13.0 Apply fundamental knowledge of life span development to patient assessment and management—The students will be able to:
  - 13.01 Understand the terms used to designate the following stages of life: infants, toddlers, preschoolers, school-age children, adolescents (teenagers), early adults, middle adults & late adults.
  - 13.02 Describe the major physiologic & psychosocial characteristics of:
    - 13.02.01 An infant's life
    - 13.02.02 A toddler and preschooler's life
    - 13.02.03 A school age child's life
    - 13.02.04 An adolescent's life
    - 13.02.05 An early adults life
    - 13.02.06 A middle adult's life
    - 13.02.07 A late adult's life
  
- 14.0 Describe the history and evolution of the EMS system—The students will be able to:
  - 14.01 Define Emergency Medical Services (EMS) systems.
  - 14.02 Discuss the historical background of the development of the EMS system.
  - 14.03 Identify the four levels of national EMS providers (EMR, EMT, AEMT & PM) as well as the three levels in the State of Florida.
  - 14.04 State the specific statutes and regulations regarding the EMS system in Florida.
  
- 15.0 Discuss and explain the roles, responsibilities & professionalism of EMS Personnel—The students will be able to:
  - 15.01 Discuss vehicle & equipment readiness
  - 15.02 Characterize the EMS system's role in prevention and public education.
  - 15.03 Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.

- 15.04 Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
  - 15.05 Discuss the maintenance of certification & licensure for the EMT in the State of Florida and NREMT.
  - 15.06 Define quality improvement and discuss the EMT's role in the process.
  - 15.07 Discuss EMS research & evidence based decision making.
- 16.0 Discuss the significance of using the correct safety precautions to ensure the safety of the patient, the EMT and the EMS team—The students will be able to:
- 16.01 Explain the need to determine scene safety.
  - 16.02 Discuss the importance of body substance isolation (BSI).
  - 16.03 Describe the steps the EMT should take for personal protection from airborne and bloodborne pathogens as well as communicable disease.
  - 16.04 List the personal protective equipment necessary to protect oneself in common emergency situations.
- 17.0 Discuss stress management techniques useful for both the EMT and the patient—The students will be able to:
- 17.01 List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
  - 17.02 State the steps the EMT should take when approaching a family confronted with death and dying.
  - 17.03 Recognize the warning signs of personal stress and discuss the strategies EMTs can apply to manage it.
- 18.0 Discuss the procedures to safely lift and move patients of various age groups and situations (emergency, urgent and non-urgent moves)—The students will be able to:
- 18.01 Demonstrate good body mechanics while using a stretcher and other patient moving devices.
  - 18.02 Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
  - 18.03 Describe the guidelines and safety precautions for carrying patients and/or equipment.
  - 18.04 State the guidelines for reaching and their application.
  - 18.05 State the guidelines for pushing and pulling.
  - 18.06 Discuss patient positioning in common emergency situations.
  - 18.07 Discuss situation that may require the use of medical restraints on the patient & explain guidelines and safety consideration for their use.
- 19.0 Discuss and apply knowledge of disease transmission to the overall safety and wellness of the EMS team(taught to the level described in FS 401.2701)—The students will be able to:
- 19.01 Define “infectious disease” and “communicable disease.”
  - 19.02 Describe the routes of transmission for infectious disease.

- 19.03 Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis & HIV.
  - 19.04 Explain how immunity to infectious diseases is acquired.
  - 19.05 Explain post exposure management of exposure to patient blood or body fluids, including completing a post exposure report.
  - 19.06 Describe the components of physical fitness & mental wellbeing.
- 20.0 Describe the principles of medical documentation and report writing—The students will be able to:
- 20.01 Describe the use of written communication and documentation.
  - 20.02 Explain the legal implication of the patient care report.
  - 20.03 Identify the minimum dataset reference patient information and administrative information on the patient care report.
  - 20.04 Understand how to document refusal of care, including legal implications.
- 21.0 Describe the components of the EMS Communication system—The students will be able to:
- 21.01 Understand the basic principles of the various types of communications equipment used in EMS
  - 21.02 Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission
  - 21.03 State the proper procedures and sequence for delivery of patient information to other healthcare professionals.
  - 21.04 Identify the essential components of the verbal report and legal aspects that need to be considered.
- 22.0 Describe the significance of communication techniques for the EMT—The students will be able to:
- 22.01 Describe principles of therapeutic and effective communication with patients in a manner that achieves a positive relationship.
  - 22.02 Discuss adjusting communication strategies to effectively communicate to differing age groups, developmental stages, patients with special needs, and differing cultures, including language barriers.
  - 22.03 Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
- 23.0 Discuss the medical, legal and ethical issues to the provision of emergency care—The students will be able to:
- 23.01 Differentiate between expressed, implied and involuntary consent.
  - 23.02 Discuss the methods of obtaining consent and procedures for minors.
  - 23.03 Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
  - 23.04 Discuss the implications for the EMT in patient refusal of care and/or transport.
  - 23.05 Explain the importance, necessity and legality of patient confidentiality.
  - 23.06 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.

- 23.07 Discuss State of Florida & Federal special reporting situations such as abuse, sexual assault, gunshots & knife wounds, communicable disease, etc.
  - 23.08 Differentiate between civil tort & criminal actions.
  - 23.09 List the elements of negligence and defenses/protections from liability.
  - 23.10 Discuss the role of the EMT at crime scenes and preservation of evidence.
  - 23.11 Define ethics & morality and discuss their implication for the EMT.
- 24.0 Discuss the principles of pharmacology as they are related to emergency care—The students will be able to:
- 24.01 Explain the “six rights” of medication administration and describe how each one related to EMS.
  - 24.02 Discuss the forms in which the medications may be found and provide examples of each and discuss how the form of a medication dictates its route of administration.
  - 24.03 Describe the difference between a generic medication name and trade name, and provide an example of each.
  - 24.04 Discuss the components and elements of a drug profile including, actions, contraindications, side effects, dose and route.
  - 24.05 Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
  - 24.06 Give the generic and trade names, actions, indication, contraindications, routes of administration, side effects, interactions & doses of medications that may be administered by and EMT in an emergency as dictated by the State of Florida & local medical direction.
  - 24.07 Demonstrate how to administer medication in the following routes; oral, sublingual and auto-injector.
- 25.0 Discuss and demonstrate scene size up and management in an emergency situation—The students will be able to:
- 25.01 Recognize and describe hazards/potential hazards at the scene.
  - 25.02 Determine if the scene is safe to enter.
  - 25.03 Discuss common mechanisms of injury/nature of illness.
  - 25.04 Discuss the procedures for multiple-patient situations.
  - 25.05 Explain why it is important for the EMT to determine the need for additional or specialized resources.
  - 25.06 List the minimum standard precautions that should be followed and PPE that should be worn at the emergency scene.
- 26.0 Discuss and demonstrate primary patient assessment procedures for all patient age levels—The students will be able to:
- 26.01 Summarize the elements of a general impression of the patient.
  - 26.02 Discuss & demonstrate methods of assessing altered mental status using assess for level of consciousness (AVPU).
  - 26.03 Discuss & demonstrate methods of assessing the airway and providing airway care.
  - 26.04 Describe & demonstrate methods used for assessing if a patient is breathing.
  - 26.05 Differentiate between a patient with adequate and inadequate breathing.
  - 26.06 Distinguish between methods of assessing breathing.

- 26.07 Describe & demonstrate the methods used to obtain a pulse.
  - 26.08 Discuss & demonstrate the need for assessing the patient for external bleeding.
  - 26.09 Describe & demonstrate normal and abnormal findings when assessing skin color, temperature, moisture & capillary refill in adult, child & infant.
  - 26.10 Explain the reason for & demonstrate prioritizing a patient for care and transport.
- 27.0 Discuss and demonstrate the procedures for taking the history of a patient—The students will be able to:
- 27.01 Discuss the process of taking a history, its key components and its relationship to the primary assessment process.
  - 27.02 Explain the importance of obtaining a SAMPLE & OPQRST history.
  - 27.03 Recognize and respond to the feelings patients experience during assessment.
  - 27.04 Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
- 28.0 Discuss and demonstrate secondary patient assessment procedures for all patient age levels—The students will be able to:
- 28.01 Describe the unique needs & demonstrate assessing an individual with a specific chief complaint with no known prior history.
  - 28.02 Discuss the components of the physical exam and skills involved.
  - 28.03 Differentiate between the history and physical exam that are performed for responsive patients with no known prior history, responsive patients with a known prior history and unresponsive patients.
- 29.0 Describe the significance of monitoring devices in patient assessment—The students will be able to:
- 29.01 Explain and demonstrate the use and interpretation of pulse oximetry device readings.
  - 29.02 List normal blood pressure ranges for adults, children & infants.
  - 29.03 Demonstrate how to measure a blood pressure by palpation, auscultation and electronic devices while in the field.
- 30.0 Discuss the components and factors of reassessment and its significance in patient assessment—The students will be able to:
- 30.01 Describe the components of the reassessment and demonstrate the skills involved.
  - 30.02 Discuss the reasons for repeating the initial assessment as part of the reassessment.
  - 30.03 Explain trending assessment components and its value to other health professionals who assume care of the patient.
- 31.0 Demonstrate an understanding and proficiency in Airway Management technique—The students will be able to:
- 31.01 Name & label the structures of the respiratory system
  - 31.02 State what care should be provided for a patient with or without adequate breathing.



- 31.03 Describe & demonstrate the steps in performing the head-tilt chin-lift.
  - 31.04 Relate mechanism of injury to opening the airway.
  - 31.05 Describe & demonstrate the steps in performing the jaw thrust.
  - 31.06 Describe & demonstrate the techniques of suctioning and its importance.
- 32.0 Demonstrate an understanding and proficiency in Respiration techniques—The students will be able to:
- 32.01 Describe the pulmonary ventilation process to include mechanics of ventilation & alveolar ventilation (tidal volumes, dead space, etc).
  - 32.02 Describe the oxygenation process.
  - 32.03 Explain both external & internal respiration process.
  - 32.04 Discuss the various pathophysiologies of the respiratory system.
  - 32.05 Describe how to assess for adequate and inadequate respiration, including the use of pulse oximetry.
  - 32.06 List the components, purpose, indications, contraindications, complications and procedures for oxygen delivery devices.
  - 32.07 Demonstrate oxygen administration for the pediatric and geriatric patient.
  - 32.08 Describe and demonstrate the steps in performing the skill of assisting ventilations in the conscious patient in respiratory distress using a bag-valve-mask (BVM), and continuous positive airway pressure (CPAP).
- 33.0 Demonstrate an understanding and proficiency in Artificial Ventilation techniques—The students will be able to:
- 33.01 Demonstrate how to insert both an oropharyngeal (oral) and a nasopharyngeal (nasal) airway.
  - 33.02 Describe & demonstrate how to artificially ventilate a patient with a pocket mask.
  - 33.03 Describe & demonstrate the steps in performing the skill of artificially ventilating a patient with a BVM for one or two rescuers.
  - 33.04 Describe & demonstrate the signs of adequate & inadequate artificial ventilation using the BVM.
  - 33.05 Describe & demonstrate the steps in artificially ventilating a patient with a manually triggered ventilation device.
  - 33.06 Demonstrate how to artificially ventilate the pediatric and geriatric patient.
  - 33.07 Describe & demonstrate how to perform the Sellick maneuver (cricoid pressure).
  - 33.08 Recognize the differences between normal and positive pressure ventilation.
- 34.0 Apply a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation—The students will be able to:
- 34.01 Discuss withholding resuscitation if irreversible death is obvious or if a “DO Not Resuscitate” (DNR) is present.
  - 34.02 Review the anatomy & physiology of the respiratory & cardiovascular systems.
  - 34.03 Discuss, identify pathophysiologies & medical care for respiratory failure as well as respiratory and cardiac arrest.
  - 34.04 Explain the system components of CPR, the four links in the AHA chain of survival & how each one relates to maximizing the survival of the patient.
  - 34.05 Show Provider (AHA guidelines) certification required prior to EMT program competition as per FS 401.27.

- 34.06 Understand shock, including the pathophysiology, causes, and its signs and symptoms associated with the various types of shock.
  - 34.07 Discuss patient assessment and steps to the emergency care of the patient with signs & symptoms of shock.
  - 34.08 Discuss and distinguish the variations & causes between the emergency medical care of the infant, child, adult and geriatric patient experiencing shock.
- 35.0 Apply knowledge to provide care for patients with a neurological emergency–The students will be able to:
- 35.01 Discuss & review the anatomy, physiology & pathophysiology of the brain & spinal cord.
  - 35.02 Discuss & identify the causes of ischemic strokes, hemorrhagic strokes & transient ischemic attacks and their similarities & differences.
  - 35.03 Discuss & demonstrate how to use the stroke assessment tool accepted by the State of Florida to identify a stroke patient rapidly.
  - 35.04 Define and differentiate generalize seizure, partial seizure & status epilepticus and list their possible causes.
  - 35.05 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with neurological emergencies.
- 36.0 Apply knowledge to provide care for patients with an Abdominal/Gastrointestinal emergency–The students will be able to:
- 36.01 Discuss and review the basic anatomy physiology & pathophysiology of the gastrointestinal, genital & urinary systems.
  - 36.02 Define the term, "acute abdomen."
  - 36.03 Identify the signs & symptoms, and common causes of an acute abdomen.
  - 36.04 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with gastrointestinal emergencies.
- 37.0 Apply knowledge to provide care for patients with an Immunologic emergency–The students will be able to:
- 37.01 Understand and define the terms allergic reaction and anaphylaxis
  - 37.02 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an allergic reaction.
  - 37.03 State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.
  - 37.04 Demonstrate the use of epinephrine auto-injector.
- 38.0 Apply knowledge to provide care for a patient experiencing an infectious disease–The students will be able to:
- 38.01 List the causes of infectious diseases.
  - 38.02 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an infectious disease.
  - 38.03 Discuss mandatory notification to State or Federal agencies of various diseases.
- 39.0 Apply knowledge to provide care for a patient with an endocrine disorder–The students will be able to:

- 39.01 Review the anatomy, physiology & pathophysiology of the endocrine system and its main function in the body.
  - 39.02 Define diabetes (type I & II), Hypoglycemia, Hyperglycemia & Diabetic Ketoacidosis.
  - 39.03 Identify & demonstrate the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
  - 39.04 State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.
  - 39.05 Demonstrate the steps of using a glucometer device and administering oral glucose.
  - 39.06 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a diabetic emergency.
- 40.0 Apply knowledge to provide care for a patient with a psychiatric emergency—The students will be able to:
- 40.01 Define behavior, psychiatric disorders & behavioral emergencies.
  - 40.02 Discuss the general factors that may cause an alteration in a patient's behavior.
  - 40.03 Discuss the risk factors/signs or symptoms of various psychiatric emergencies.
  - 40.04 Discuss special medical/legal considerations for managing behavioral emergencies to include Florida statutes:
    - 40.04.01 Baker Act (FS 394.451)
    - 40.04.02 Marchman Act (FS 397.601 & FS 397.675)
    - 40.04.03 Emergency examination & treatment of incapacitated (FS401.445)
  - 40.05 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a behavioral or psychiatric emergency.
  - 40.06 Demonstrate various techniques to safely restrain a patient with a behavioral problem.
- 41.0 Apply knowledge to provide care for patients with a cardiovascular emergency—The students will be able to:
- 41.01 Review the basic anatomy, physiology and pathophysiology of the cardiovascular system.
  - 41.02 Describe the anatomy, physiology, pathophysiology and demonstrate the assessment & management of :
    - 41.02.01 Angina pectoris
    - 41.02.02 Thromboembolism
    - 41.02.03 Myocardial infarction
    - 41.02.04 Hypertensive emergencies
    - 41.02.05 Aortic aneurysm/dissection
    - 41.02.06 Heart Failure
  - 41.03 Demonstrate the ability to assess and treat a patient with signs and symptoms of cardiac issues, including airway, medication administration, position of comfort and life span considerations.
  - 41.04 List the indications & contraindications for automated external defibrillation (AED).
  - 41.05 Explain the impact of age and weight on defibrillation.
  - 41.06 Discuss the position of comfort for patients with various cardiac emergencies.
  - 41.07 Explain the rationale for early defibrillation.

- 41.08 Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator.
  - 41.09 Discuss the various types of automated external defibrillators.
  - 41.10 Differentiate between the fully automated and the semi-automated defibrillator.
  - 41.11 Understand the importance of maintenance and operators check list for AED's.
  - 41.12 Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
  - 41.13 Explain the role medical direction plays in the use of automated external defibrillation.
- 42.0 Apply knowledge of toxicology to provide care for a patient with a poisoning or overdose emergency—The students will be able to:
- 42.01 Define toxicology, poisoning & overdose.
  - 42.02 List various ways that poisons enter the body.
  - 42.03 List signs/symptoms associated with poisoning.
  - 42.04 Discuss & demonstrate the emergency medical care for the infant, child, adult and geriatric patient with poisoning or overdose.
  - 42.05 State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal.
  - 42.06 Perform the necessary steps required to provide a patient with activated charcoal.
- 43.0 Apply knowledge to provide care for a patient with a respiratory emergency—The students will be able to:
- 43.01 List the structure, function and pathophysiology of the respiratory system.
  - 43.02 List signs of adequate air exchange.
  - 43.03 State the signs and symptoms of a patient with respiratory distress.
  - 43.04 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with a respiratory emergency.
  - 43.05 State the generic name, medication forms, dose, administration, action, indications and contraindications for the metered-dose inhaler.
  - 43.06 Demonstrate the steps in facilitating the use of an inhaler.
  - 43.07 Differentiate between upper airway obstruction and lower airway disease in the pediatric and geriatric patient.
- 44.0 Apply knowledge of Hematology to provide care for patients with a clotting disorder or are experiencing a sickle cell disease crisis—The students will be able to:
- 44.01 List the composition, physiology & pathophysiology of blood.
  - 44.02 State the signs and symptoms of a patient with a Sickle Cell crisis or a clotting disorder.
  - 44.03 Describe & demonstrate the emergency medical care of the patient with Sickle cell distress or clotting disorder.
- 45.0 Apply knowledge to provide care for a patient with a genitourinary/renal emergency—The students will be able to:
- 45.01 List the anatomy, physiology & pathophysiology of the renal system.

- 45.02 Understand the principles of kidney dialysis.
- 45.03 State the signs and symptoms of a patient with a dialysis emergency.
- 45.04 Describe & demonstrate the emergency medical care of the patient with a dialysis emergency.
  
- 46.0 Apply knowledge to provide care for a patient with a gynecologic emergency–The students will be able to:
  - 46.01 Describe the basic anatomy, physiology and pathophysiology of the female reproductive system.
  - 46.02 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a female reproductive system emergency.
  - 46.03 Explain the general management of a gynecologic emergency in relation to patient privacy and communication.
  - 46.04 Discuss the special consideration and precautions an EMT must observe when arriving at the scene of a suspected case of sexual assault or rape.
  
- 47.0 Apply knowledge to provide care for a patient with a Non-Traumatic Musculoskeletal emergency–The students will be able to:
  - 47.01 Describe the basic anatomy, physiology and pathophysiology of the skeletal system (i.e. cancer or osteoporosis).
  - 47.02 Describe & demonstrate the emergency medical care of the patient with a non-traumatic musculoskeletal emergency.
  
- 48.0 Describe an overview of the identification, categorization, pathophysiology and assessment of a trauma patient–The students will be able to:
  - 48.01 Discuss and define pathophysiology of the trauma patient
  - 48.02 Discuss and demonstrate assessment and management of the trauma patient.
  - 48.03 Discuss and describe significant & non-significant Mechanism of Injury (MOI) & provide examples of each.
  - 48.04 Discuss and describe State of Florida’s trauma scorecard methodologies as required in FS 401.2701 & 64J-2.004 & 2.005.
  - 48.05 Discuss the National Trauma Triage Protocol of injured Patients (<http://cdc.gov/fieldtriage/>).
  
- 49.0 Demonstrate an understanding and the skills required for the management of a patient with traumatic bleeding–The students will be able to:
  - 49.01 Review the anatomy & physiology of the circulatory system
  - 49.02 Differentiate between:
    - 49.02.01 Internal and external bleeding.
    - 49.02.02 Arterial, venous and capillary bleeding.
  - 49.03 Explain and demonstrate emergency medical care of the patient with external & internal bleeding.
  - 49.04 List signs and symptoms of shock (hypo-perfusion).
  
- 50.0 Demonstrate an understanding and the skills required for the management of a patient with a chest trauma–The students will be able to:

- 50.01 Discuss MOI for chest injury (blunt & penetrating, energy & injury).
  - 50.02 List the anatomy, physiology & pathophysiology of the thoracic/chest cavity & respiratory system.
  - 50.03 Differentiate between a pneumothorax (open, simple & tension) & hemothorax.
  - 50.04 Describe and demonstrate the assessment & management of a patient with a suspected chest (open and closed) injury.
- 51.0 Demonstrate an understanding and the skills required for the management of a patient with an abdominal/genitourinary trauma—The students will be able to:
- 51.01 Discuss MOI for abdominal injury (blunt & penetrating, energy & injury).
  - 51.02 List the anatomy, physiology & pathophysiology of the abdominal cavity & genitourinary (both male & female) system.
  - 51.03 Describe the abdominal quadrants
  - 51.04 Describe the differences between hollow & solid organs.
  - 51.05 Describe and demonstrate the assessment & management of a patient with a suspected abdominal (penetrating or blunt) or genitourinary injury.
  - 51.06 Explain special consideration related to a patient who has experienced an injury by sexual assault/abuse.
- 52.0 Demonstrate an understanding and the skills required for the management of a patient with an orthopedic trauma—The students will be able to:
- 52.01 Discuss MOI for orthopedic injury (blunt & penetrating, energy & injury).
  - 52.02 Review the anatomy, physiology & pathophysiology of the musculoskeletal system.
  - 52.03 Describe the different types of musculoskeletal injuries including fractures, amputations, sprains, & strains.
  - 52.04 Differentiate between an open and a closed painful, swollen, deformed extremity.
  - 52.05 Describe and demonstrate the assessment & management of a patient with a suspected orthopedic injury.
- 53.0 Demonstrate an understanding and the skills required for the management of a patient with a soft tissue trauma—The students will be able to:
- 53.01 Discuss & list the anatomy and physiology, to include the layers, of the skin.
  - 53.02 Discuss and list the types of open & closed soft tissue injury.
  - 53.03 Define and list characteristics of superficial, partial-thickness and full-thickness burns.
  - 53.04 Explain how the seriousness of a burn is related to its depth and extent (percent of body surface area (BSA) involved or rule of 9s) for adult & pediatric patient.
  - 53.05 Describe and demonstrate the assessment & management of a patient with a soft tissue injury.
- 54.0 Demonstrate an understanding and the skills required for the management of a patient with a head, facial, or neck (non-spinal) trauma—The students will be able to:
- 54.01 List the anatomy, physiology & pathophysiology of the head, face, & neck.
  - 54.02 Discuss MOI for head, face, & neck (non-spinal) (blunt & penetrating, energy & injury).

- 54.03 Describe and demonstrate the assessment & management of a patient with an injury to the head, face & neck (non-spinal).
- 55.0 Demonstrate an understanding and the skills required for the management of a patient with a nervous system trauma—The students will be able to:
- 55.01 Review the anatomy, physiology & pathophysiology of the nervous system.
  - 55.02 Explain functions of the somatic & autonomic nervous system.
  - 55.03 Discuss MOI for head (brain) & spinal (blunt & penetrating, energy & injury).
  - 55.04 Discuss the different types of brain injuries and their corresponding signs and symptoms, including increased intracranial pressure (ICP), concussion, contusion & injuries caused by medical conditions.
  - 55.05 Describe and demonstrate the assessment & management of a patient with a head (brain) and spinal injury.
- 56.0 Demonstrate an understanding of the special considerations for the management of a patient experiencing a trauma during pregnancy—The students will be able to:
- 56.01 Discuss anatomy, physiology & pathophysiology of the pregnant trauma patient.
  - 56.02 Discuss MOI and fetal considerations for the pregnant trauma patient.
  - 56.03 Discuss & demonstrate unique injuries and conditions along with assessment & management for the pregnant patient involved in trauma.
- 57.0 Demonstrate an understanding of the special considerations for the management of the pediatric patient experiencing a trauma—The students will be able to:
- 57.01 Discuss anatomy, physiology & pathophysiology of the pediatric trauma patient.
  - 57.02 Discuss & demonstrate unique assessment & management considerations for the pediatric trauma patient.
- 58.0 Demonstrate an understanding of the special considerations for the management of the geriatric patient experiencing a trauma—The students will be able to:
- 58.01 Discuss anatomy, physiology & pathophysiology of the elderly trauma patient.
  - 58.02 Discuss & demonstrate unique assessment & management considerations for the elderly trauma patient.
- 59.0 Demonstrate an understanding of the special considerations for the management of the cognitively impaired patient experiencing a trauma—The students will be able to:
- 59.01 Discuss anatomy, physiology & pathophysiology of the cognitively impaired trauma patient.
  - 59.02 Discuss & demonstrate unique assessment & management considerations for the cognitively impaired trauma patient.
- 60.0 Discuss and demonstrate how to assess and manage environmental trauma emergencies—The students will be able to:
- 60.01 Define drowning and discuss its incidence, risk factors & prevention.
  - 60.02 List pathophysiologies of water related incidents.
  - 60.03 Describe submersion in salt and fresh water.

- 60.04 Discuss & demonstrate assessment & management considerations for a patient of a submersion incident.
  - 60.05 Describe the different types of diving emergencies and how they may occur.
  - 60.06 List pathophysiologies of dysbarism incidents to include high altitudes and diving incidents.
  - 60.07 Discuss & demonstrate assessment & management considerations for a patient of a dysbarism incident.
  - 60.08 Discuss & demonstrate assessment & management considerations for a patient of a lightning incident.
  - 60.09 Explain the five ways a body can lose heat.
  - 60.10 List pathophysiologies of temperature related incidents to include both cold and heat related illness.
  - 60.11 Discuss & demonstrate assessment & management considerations for a patient of a temperature related illness.
  - 60.12 Identify the species of insects, spiders & snakes in the US that may cause life threatening injuries.
  - 60.13 Discuss & demonstrate assessment & management considerations for a patient of a bite or envenomation incident.
- 61.0 Define and articulate the kinematics of trauma—The students will be able to:
- 61.01 Explain the relationship between mechanism of injury and potential energy, kinetic energy and work.
  - 61.02 Define term blunt & penetrating trauma and provide examples of the mechanism of injury (MOI) that would cause each to occur and include:
    - 61.02.01 Affects of high, medium & low velocity penetrating trauma
    - 61.02.02 Primary, secondary, tertiary and miscellaneous blast injuries
    - 61.02.03 Factors to consider of a patient injured in a fall
    - 61.02.04 Consider age (pediatric & geriatrics)
- 62.0 Describe the components and procedures of a multi-system trauma—The students will be able to:
- 62.01 Describe and provide a general overview of multisystem trauma patient management.
  - 62.02 Discuss the golden principle of out-of-hospital trauma care
  - 62.03 Discuss & demonstrate assessment & management considerations for a patient of multi system injuries.
- 63.0 Apply knowledge of growth development, aging and assessment to the obstetric and neonatal populations—The students will be able to:
- 63.01 Review the anatomy, physiology & pathophysiology of the female reproductive system.
  - 63.02 Explain the normal changes that occur during pregnancy.
  - 63.03 Differentiate between the stages of labor and delivery.
  - 63.04 Discuss & demonstrate assessment & management considerations of a pregnancy.
  - 63.05 Discuss assessment & management considerations of complications of pregnancy.
  - 63.06 Discuss & demonstrate assessment & management considerations of a neonate.



- 64.0 Apply knowledge of growth development, aging and assessment to the pediatric population—The students will be able to:
- 64.01 List the anatomy, physiology & pathophysiology of the pediatric patient.
  - 64.02 Describe the differences in anatomy when compared to the adult patient to
  - 64.03 Discuss & demonstrate assessment & management considerations of a pediatric emergency.
  - 64.04 The most common causes of the following conditions in the pediatric patient.
    - 64.04.01 Shock
    - 64.04.02 Altered mental status and seizures
    - 64.04.03 Gastrointestinal emergencies
    - 64.04.04 Poisonings
    - 64.04.05 Drowning
    - 64.04.06 Trauma
  - 64.05 Discuss & demonstrate assessment & management considerations for Sudden Infant Death Syndrome (SIDS).
- 65.0 Apply knowledge of growth development, aging and assessment to the geriatric population—The students will be able to:
- 65.01 Define and discuss the term “geriatrics.”
  - 65.02 List the anatomy, physiology & pathophysiology of the Geriatric patient.
  - 65.03 Discuss & demonstrate assessment & management considerations of a geriatric emergency.
- 66.0 Apply knowledge of growth development, aging and assessment to patients with special challenges—The students will be able to:
- 66.01 Define and discuss child and elder abuse and neglect and possible indicators of each.
  - 66.02 Discuss assessment & management considerations of a patient with special needs to include child and elder abuse and neglect, homelessness/poverty, etc.
- 67.0 Discuss and demonstrate the principles of safely operating a ground ambulance—The students will be able to:
- 67.01 Discuss the importance of performing regular vehicle & equipment inspection.
  - 67.02 Describe the general provisions of Florida laws relating to the operation of the ambulance and privileges.
  - 67.03 Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle.
  - 67.04 Provide examples of some high risk situations and hazards that may affect the safety of the ambulance and its passengers during both pre-transport & transport.
- 68.0 Discuss an overview of EMS operations during a multiples casualty incident—The students will be able to:
- 68.01 Describe the specific condition that would define a mass-casualty incident (MCI) and give examples.

- 68.02 Describe primary and secondary triage, how the four triage categories are assigned and how destination decisions are made.
- 68.03 Describe how the techniques of triage are performed.
- 68.04 Demonstrate how to perform a triage based scenario that involves an MCI.
  
- 69.0 Demonstrate knowledge and procedures involved in safely operating in and around an air medical operations landing zone—The students will be able to:
  - 69.01 Discuss safe air medical operations.
  - 69.02 Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
  - 69.03 Discuss the criteria for utilizing an air medical response.
  
- 70.0 Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations—The students will be able to:
  - 70.01 Describe the role of the EMT in patient rescue & vehicle extrication.
  - 70.02 Describe personal and patient safety during vehicle extrication.
  - 70.03 Discuss the factors related to ensuring situational safety at the site of a vehicle extrication.
  - 70.04 Explain the difference between simple access and complex access in vehicle extrication.
  - 70.05 Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
  
- 71.0 Discuss the risks and responsibilities of operating during a terrorism event or during a natural or man-made disaster—The students will be able to:
  - 71.01 Describe the role of the EMT on the scene of a natural or man-made disaster.
  - 71.02 Define the term international terrorism & domestic terrorism and provide examples of incidents of each.
  - 71.03 Describe personal & patient safety during a natural or man-made disaster.
  - 71.04 Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Emergency Medical Technician -ATD  
**ATD CIP Number:** 0351090403  
**SOC Code(s):** 29-2041

When this program is offered by a community or state college, the following standards, and benchmarks apply.

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Emergency Medical Technician: Intended outcomes 12-71 complete the occupational exit of EMT. The outcomes may be taught as one or more modules at the postsecondary level. OCP-B SOC Code 29-2041 Emergency Medical Technicians and Paramedics.**

- 12.0 Apply fundamental knowledge of the anatomy and physiology of all human body systems to the practice of EMS—The students will be able to:
- 12.01 Label the following topographic terms: Medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, mid-axillary.
  - 12.02 Describe & identify the anatomy and function of the following major body systems: Respiratory, circulatory, musculoskeletal, nervous, integumentary, digestive, urinary, genital and endocrine.
  - 12.03 Define the medical terminology & medical terms associated with the EMT level.
  - 12.04 Define Pathophysiology.
  - 12.05 Chart the life support chain, aerobic metabolism and anaerobic metabolism.
- 13.0 Apply fundamental knowledge of life span development to patient assessment and management—The students will be able to:
- 13.01 Understand the terms used to designate the following stages of life: infants, toddlers, preschoolers, school-age children, adolescents (teenagers), early adults, middle adults & late adults.
  - 13.02 Describe the major physiologic & psychosocial characteristics of:
    - 13.02.01 An infant's life
    - 13.02.02 A toddler and preschooler's life
    - 13.02.03 A school age child's life
    - 13.02.04 An adolescent's life
    - 13.02.05 An early adults life
    - 13.02.06 A middle adult's life
    - 13.02.07 A late adult's life
- 14.0 Describe the history and evolution of the EMS system—The students will be able to:
- 14.01 Define Emergency Medical Services (EMS) systems.
  - 14.02 Discuss the historical background of the development of the EMS system.
  - 14.03 Identify the four levels of national EMS providers (EMR, EMT, AEMT & PM) as well as the three levels in the State of Florida.
  - 14.04 State the specific statutes and regulations regarding the EMS system in Florida.
- 15.0 Discuss and explain the roles, responsibilities & professionalism of EMS Personnel—The students will be able to:
- 15.01 Discuss vehicle & equipment readiness.
  - 15.02 Characterize the EMS system's role in prevention and public education.
  - 15.03 Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
  - 15.04 Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.

- 15.05 Discuss the maintenance of certification & licensure for the EMT in the State of Florida and NREMT.
- 15.06 Define quality improvement and discuss the EMT's role in the process.
- 15.07 Discuss EMS research & evidence based decision making.
  
- 16.0 Discuss the significance of using the correct safety precautions to ensure the safety of the patient, the EMT and the EMS team—The students will be able to:
  - 16.01 Explain the need to determine scene safety.
  - 16.02 Discuss the importance of body substance isolation (BSI).
  - 16.03 Describe the steps the EMT should take for personal protection from airborne and bloodborne pathogens as well as communicable disease.
  - 16.04 List the personal protective equipment necessary to protect oneself in common emergency situations.
  
- 17.0 Discuss stress management techniques useful for both the EMT and the patient—The students will be able to:
  - 17.01 List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
  - 17.02 State the steps the EMT should take when approaching a family confronted with death and dying.
  - 17.03 Recognize the warning signs of personal stress and discuss the strategies EMTs can apply to manage it.
  
- 18.0 Discuss the procedures to safely lift and move patients of various age groups and situations (emergency, Urgent and non-urgent moves)—The students will be able to:
  - 18.01 Demonstrate good body mechanics while using a stretcher and other patient moving devices.
  - 18.02 Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
  - 18.03 Describe the guidelines and safety precautions for carrying patients and/or equipment.
  - 18.04 State the guidelines for reaching and their application.
  - 18.05 State the guidelines for pushing and pulling.
  - 18.06 Discuss patient positioning in common emergency situations.
  - 18.07 Discuss situation that may require the use of medical restraints on the patient & explain guidelines and safety consideration for their use.
  
- 19.0 Discuss and apply knowledge of disease transmission to the overall safety and wellness of the EMS team (taught to the level described in FS 401.2701)—The students will be able to:
  - 19.01 Define “infectious disease” and “communicable disease.”
  - 19.02 Describe the routes of transmission for infectious disease.
  - 19.03 Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis & HIV.
  - 19.04 Explain how immunity to infectious diseases is acquired.



- 19.05 Explain post exposure management of exposure to patient blood or body fluids, including completing a post exposure report.
- 19.06 Describe the components of physical fitness & mental wellbeing.
- 20.0 Describe the principles of medical documentation and report writing–The students will be able to:
  - 20.01 Describe the use of written communication and documentation.
  - 20.02 Explain the legal implication of the patient care report.
  - 20.03 Identify the minimum dataset reference patient information and administrative information on the patient care report.
  - 20.04 Understand how to document refusal of care, including legal implications.
- 21.0 Describe the components of the EMS Communication system–The students will be able to:
  - 21.01 Understand the basic principles of the various types of communications equipment used in EMS.
  - 21.02 Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission.
  - 21.03 State the proper procedures and sequence for delivery of patient information to other healthcare professionals.
  - 21.04 Identify the essential components of the verbal report and legal aspects that need to be considered.
- 22.0 Describe the significance of communication techniques for the EMT–The students will be able to:
  - 22.01 Describe principles of therapeutic and effective communication with patients in a manner that achieves a positive relationship.
  - 22.02 Discuss adjusting communication strategies to effectively communicate to differing age groups, developmental stages, patients with special needs, and differing cultures, including language barriers.
  - 22.03 Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
- 23.0 Discuss the medical, legal and ethical issues to the provision of emergency care–The students will be able to:
  - 23.01 Differentiate between expressed, implied and involuntary consent.
  - 23.02 Discuss the methods of obtaining consent and procedures for minors.
  - 23.03 Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
  - 23.04 Discuss the implications for the EMT in patient refusal of care and/or transport.
  - 23.05 Explain the importance, necessity and legality of patient confidentiality.
  - 23.06 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.
  - 23.07 Discuss State of Florida & Federal special reporting situations such as abuse, sexual assault, gunshots & knife wounds, communicable disease, etc.
  - 23.08 Differentiate between civil tort & criminal actions.

- 23.09 List the elements of negligence and defenses/protections from liability.
  - 23.10 Discuss the role of the EMT at crime scenes and preservation of evidence.
  - 23.11 Define ethics & morality and discuss their implication for the EMT.
- 24.0 Discuss the principles of pharmacology as they are related to emergency care—The students will be able to:
- 24.01 Explain the “six rights” of medication administration and describe how each one related to EMS.
  - 24.02 Discuss the forms in which the medications may be found and provide examples of each and discuss how the form of a medication dictates its route of administration.
  - 24.03 Describe the difference between a generic medication name and trade name, and provide an example of each.
  - 24.04 Discuss the components and elements of a drug profile including, actions, contraindications, side effects, dose and route.
  - 24.05 Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
  - 24.06 Give the generic and trade names, actions, indication, contraindications, routes of administration, side effects, interactions & doses of medications that may be administered by and EMT in an emergency as dictated by the State of Florida & local medical direction.
  - 24.07 Demonstrate how to administer medication in the following routes; oral, sublingual and auto-injector.
- 25.0 Discuss and demonstrate scene size up and management in an emergency situation—The students will be able to:
- 25.01 Recognize and describe hazards/potential hazards at the scene.
  - 25.02 Determine if the scene is safe to enter.
  - 25.03 Discuss common mechanisms of injury/nature of illness.
  - 25.04 Discuss the procedures for multiple-patient situations.
  - 25.05 Explain why it is important for the EMT to determine the need for additional or specialized resources.
  - 25.06 List the minimum standard precautions that should be followed and PPE that should be worn at the emergency scene.
- 26.0 Discuss and demonstrate primary patient assessment procedures for all patient age levels—The students will be able to:
- 26.01 Summarize the elements of a general impression of the patient.
  - 26.02 Discuss & demonstrate methods of assessing altered mental status using assess for level of consciousness (AVPU).
  - 26.03 Discuss & demonstrate methods of assessing the airway and providing airway care.
  - 26.04 Describe & demonstrate methods used for assessing if a patient is breathing.
  - 26.05 Differentiate between a patient with adequate and inadequate breathing.
  - 26.06 Distinguish between methods of assessing breathing.
  - 26.07 Describe & demonstrate the methods used to obtain a pulse.
  - 26.08 Discuss & demonstrate the need for assessing the patient for external bleeding.

- 26.09 Describe & demonstrate normal and abnormal findings when assessing skin color, temperature, moisture & capillary refill in adult, child & infant.
- 26.10 Explain the reason for & demonstrate prioritizing a patient for care and transport.
- 27.0 Discuss and demonstrate the procedures for taking the history of a patient–The students will be able to:
  - 27.01 Discuss the process of taking a history, its key components and its relationship to the primary assessment process.
  - 27.02 Explain the importance of obtaining a SAMPLE & OPQRST history.
  - 27.03 Recognize and respond to the feelings patients experience during assessment.
  - 27.04 Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
- 28.0 Discuss and demonstrate secondary patient assessment procedures for all patient age levels–The students will be able to:
  - 28.01 Describe the unique needs & demonstrate assessing an individual with a specific chief complaint with no known prior history.
  - 28.02 Discuss the components of the physical exam and skills involved.
  - 28.03 Differentiate between the history and physical exam that are performed for responsive patients with no known prior history, responsive patients with a known prior history and unresponsive patients.
- 29.0 Describe the significance of monitoring devices in patient assessment–The students will be able to:
  - 29.01 Explain and demonstrate the use and interpretation of pulse oximetry device readings.
  - 29.02 List normal blood pressure ranges for adults, children & infants.
  - 29.03 Demonstrate how to measure a blood pressure by palpation, auscultation and electronic devices while in the field.
- 30.0 Discuss the components and factors of reassessment and its significance in patient assessment–The students will be able to:
  - 30.01 Describe the components of the reassessment and demonstrate the skills involved.
  - 30.02 Discuss the reasons for repeating the initial assessment as part of the reassessment.
  - 30.03 Explain trending assessment components and its value to other health professionals who assume care of the patient.
- 31.0 Demonstrate an understanding and proficiency in Airway Management technique–The students will be able to:
  - 31.01 Name & label the structures of the respiratory system.
  - 31.02 State what care should be provided for a patient with or without adequate breathing.
  - 31.03 Describe & demonstrate the steps in performing the head-tilt chin-lift.
  - 31.04 Relate mechanism of injury to opening the airway.

- 31.05 Describe & demonstrate the steps in performing the jaw thrust.
- 31.06 Describe & demonstrate the techniques of suctioning and its importance.
- 32.0 Demonstrate an understanding and proficiency in Respiration techniques—The students will be able to:
  - 32.01 Describe the pulmonary ventilation process to include mechanics of ventilation & alveolar ventilation (tidal volumes, dead space, etc).
  - 32.02 Describe the oxygenation process.
  - 32.03 Explain both external & internal respiration process.
  - 32.04 Discuss the various pathophysiologies of the respiratory system.
  - 32.05 Describe how to assess for adequate and inadequate respiration, including the use of pulse oximetry.
  - 32.06 List the components, purpose, indications, contraindications, complications and procedures for oxygen delivery devices.
  - 32.07 Demonstrate oxygen administration for the pediatric and geriatric patient.
  - 32.08 Describe and demonstrate the steps in performing the skill of assisting ventilations in the conscious patient in respiratory distress using a bag-valve-mask (BVM), and continuous positive airway pressure (CPAP).
- 33.0 Demonstrate an understanding and proficiency in Artificial Ventilation techniques—The students will be able to:
  - 33.01 Demonstrate how to insert both an oropharyngeal (oral) and a nasopharyngeal (nasal) airway.
  - 33.02 Describe & demonstrate how to artificially ventilate a patient with a pocket mask.
  - 33.03 Describe & demonstrate the steps in performing the skill of artificially ventilating a patient with a BVM for one or two rescuers.
  - 33.04 Describe & demonstrate the signs of adequate & inadequate artificial ventilation using the BVM.
  - 33.05 Describe & demonstrate the steps in artificially ventilating a patient with a manually triggered ventilation device.
  - 33.06 Demonstrate how to artificially ventilate the pediatric and geriatric patient.
  - 33.07 Describe & demonstrate how to perform the Sellick maneuver (cricoid pressure).
  - 33.08 Recognize the differences between normal and positive pressure ventilation.
- 34.0 Apply a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation—The students will be able to:
  - 34.01 Discuss withholding resuscitation if irreversible death is obvious or if a “DO Not Resuscitate” (DNR) is present.
  - 34.02 Review the anatomy & physiology of the respiratory & cardiovascular systems.
  - 34.03 Discuss, identify pathophysiologies & medical care for respiratory failure as well as respiratory and cardiac arrest.
  - 34.04 Explain the system components of CPR, the four links in the AHA chain of survival & how each one relates to maximizing the survival of the patient.
  - 34.05 Show Provider (AHA guidelines) certification required prior to EMT program competition as per FS 401.27.
  - 34.06 Understand shock, including the pathophysiology, causes, and its signs and symptoms associated with the various types of shock.

- 34.07 Discuss patient assessment and steps to the emergency care of the patient with signs & symptoms of shock.
  - 34.08 Discuss and distinguish the variations & causes between the emergency medical care of the infant, child, adult and geriatric patient experiencing shock.
- 35.0 Apply knowledge to provide care for patients with a neurological emergency–The students will be able to:
- 35.01 Discuss & review the anatomy, physiology & pathophysiology of the brain & spinal cord
  - 35.02 Discuss & identify the causes of ischemic strokes, hemorrhagic strokes & transient ischemic attacks and their similarities & differences.
  - 35.03 Discuss & demonstrate how to use the stroke assessment tool accepted by the State of Florida to identify a stroke patient rapidly.
  - 35.04 Define and differentiate generalize seizure, partial seizure & status epilepticus and list their possible causes.
  - 35.05 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with neurological emergencies.
- 36.0 Apply knowledge to provide care for patients with an Abdominal/Gastrointestinal emergency–The students will be able to:
- 36.01 Discuss and review the basic anatomy physiology & pathophysiology of the gastrointestinal, genital & urinary systems.
  - 36.02 Define the term, "acute abdomen."
  - 36.03 Identify the signs & symptoms, and common causes of an acute abdomen.
  - 36.04 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with gastrointestinal emergencies.
- 37.0 Apply knowledge to provide care for patients with an Immunologic emergency–The students will be able to:
- 37.01 Understand and define the terms allergic reaction and anaphylaxis.
  - 37.02 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an allergic reaction.
  - 37.03 State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.
  - 37.04 Demonstrate the use of epinephrine auto-injector.
- 38.0 Apply knowledge to provide care for a patient experiencing an infectious disease–The students will be able to:
- 38.01 List the causes of infectious diseases.
  - 38.02 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an infectious disease.
  - 38.03 Discuss mandatory notification to State or Federal agencies of various diseases.
- 39.0 Apply knowledge to provide care for a patient with an endocrine disorder–The students will be able to:

- 39.01 Review the anatomy, physiology & pathophysiology of the endocrine system and its main function in the body.
  - 39.02 Define diabetes (type I & II), Hypoglycemia, Hyperglycemia & Diabetic Ketoacidosis.
  - 39.03 Identify & demonstrate the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
  - 39.04 State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.
  - 39.05 Demonstrate the steps of using a glucometer device and administering oral glucose.
  - 39.06 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a diabetic emergency.
- 40.0 Apply knowledge to provide care for a patient with a psychiatric emergency—The students will be able to:
- 40.01 Define behavior, psychiatric disorders & behavioral emergencies.
  - 40.02 Discuss the general factors that may cause an alteration in a patient's behavior.
  - 40.03 Discuss the risk factors/signs or symptoms of various psychiatric emergencies.
  - 40.04 Discuss special medical/legal considerations for managing behavioral emergencies to include Florida statutes:
    - 40.04.01 Baker Act (FS 394.451)
    - 40.04.02 Marchman Act (FS 397.601 & FS 397.675)
    - 40.04.03 Emergency examination & treatment of incapacitated (FS401.445)
  - 40.05 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a behavioral or psychiatric emergency.
  - 40.06 Demonstrate various techniques to safely restrain a patient with a behavioral problem.
- 41.0 Apply knowledge to provide care for patients with a cardiovascular emergency—The students will be able to:
- 41.01 Review the basic anatomy, physiology and pathophysiology of the cardiovascular system.
  - 41.02 Describe the anatomy, physiology, pathophysiology and demonstrate the assessment & management of :
    - 41.02.01 Angina pectoris
    - 41.02.02 Thromboembolism
    - 41.02.03 Myocardial infarction
    - 41.02.04 Hypertensive emergencies
    - 41.02.05 Aortic aneurysm/dissection
    - 41.02.06 Heart Failure
  - 41.03 Demonstrate the ability to assess and treat a patient with signs and symptoms of cardiac issues, including airway, medication administration, position of comfort and life span considerations.
  - 41.04 List the indications & contraindications for automated external defibrillation (AED).
  - 41.05 Explain the impact of age and weight on defibrillation.
  - 41.06 Discuss the position of comfort for patients with various cardiac emergencies.
  - 41.07 Explain the rationale for early defibrillation.

- 41.08 Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator.
  - 41.09 Discuss the various types of automated external defibrillators.
  - 41.10 Differentiate between the fully automated and the semi-automated defibrillator.
  - 41.11 Understand the importance of maintenance and operators check list for AED's.
  - 41.12 Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
  - 41.13 Explain the role medical direction plays in the use of automated external defibrillation.
- 42.0 Apply knowledge of toxicology to provide care for a patient with a poisoning or overdose emergency—The students will be able to:
- 42.01 Define toxicology, poisoning & overdose.
  - 42.02 List various ways that poisons enter the body.
  - 42.03 List signs/symptoms associated with poisoning.
  - 42.04 Discuss & demonstrate the emergency medical care for the infant, child, adult and geriatric patient with poisoning or overdose.
  - 42.05 State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal.
  - 42.06 Perform the necessary steps required to provide a patient with activated charcoal.
- 43.0 Apply knowledge to provide care for a patient with a respiratory emergency—The students will be able to:
- 43.01 List the structure, function and pathophysiology of the respiratory system.
  - 43.02 List signs of adequate air exchange.
  - 43.03 State the signs and symptoms of a patient with respiratory distress.
  - 43.04 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with a respiratory emergency.
  - 43.05 State the generic name, medication forms, dose, administration, action, indications and contraindications for the metered-dose inhaler.
  - 43.06 Demonstrate the steps in facilitating the use of an inhaler.
  - 43.07 Differentiate between upper airway obstruction and lower airway disease in the pediatric and geriatric patient.
- 44.0 Apply knowledge of Hematology to provide care for patients with a clotting disorder or are experiencing a sickle cell disease crisis—The students will be able to:
- 44.01 List the composition, physiology & pathophysiology of blood.
  - 44.02 State the signs and symptoms of a patient with a Sickle Cell crisis or a clotting disorder.
  - 44.03 Describe & demonstrate the emergency medical care of the patient with Sickle cell distress or clotting disorder.
- 45.0 Apply knowledge to provide care for a patient with a genitourinary/renal emergency—The students will be able to:
- 45.01 List the anatomy, physiology & pathophysiology of the renal system.

- 45.02 Understand the principles of kidney dialysis.
  - 45.03 State the signs and symptoms of a patient with a dialysis emergency.
  - 45.04 Describe & demonstrate the emergency medical care of the patient with a dialysis emergency.
- 46.0 Apply knowledge to provide care for a patient with a gynecologic emergency–The students will be able to:
- 46.01 Describe the basic anatomy, physiology and pathophysiology of the female reproductive system.
  - 46.02 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a female reproductive system emergency.
  - 46.03 Explain the general management of a gynecologic emergency in relation to patient privacy and communication.
  - 46.04 Discuss the special consideration and precautions an EMT must observe when arriving at the scene of a suspected case of sexual assault or rape.
- 47.0 Apply knowledge to provide care for a patient with a Non-Traumatic Musculoskeletal emergency–The students will be able to:
- 47.01 Describe the basic anatomy, physiology and pathophysiology of the skeletal system (i.e. cancer or osteoporosis).
  - 47.02 Describe & demonstrate the emergency medical care of the patient with a non-traumatic musculoskeletal emergency.
- 48.0 Describe an overview of the identification, categorization, pathophysiology and assessment of a trauma patient–The students will be able to:
- 48.01 Discuss and define pathophysiology of the trauma patient.
  - 48.02 Discuss and demonstrate assessment and management of the trauma patient.
  - 48.03 Discuss and describe significant & non-significant Mechanism of Injury (MOI) & provide examples of each.
  - 48.04 Discuss and describe State of Florida’s trauma scorecard methodologies as required in FS 401.2701 & 64J-2.004 & 2.005.
  - 48.05 Discuss the National Trauma Triage Protocol of injured Patients (<http://cdc.gov/fieldtriage/>).
- 49.0 Demonstrate an understanding and the skills required for the management of a patient with traumatic bleeding–The students will be able to:
- 49.01 Review the anatomy & physiology of the circulatory system.
  - 49.02 Differentiate between:
    - 49.02.01 Internal and external bleeding.
    - 49.02.02 Arterial, venous and capillary bleeding.
  - 49.03 Explain and demonstrate emergency medical care of the patient with external & internal bleeding.
  - 49.04 List signs and symptoms of shock (hypo-perfusion).
- 50.0 Demonstrate an understanding and the skills required for the management of a patient with a chest trauma–The students will be able to:



- 50.01 Discuss MOI for chest injury (blunt & penetrating, energy & injury).
  - 50.02 List the anatomy, physiology & pathophysiology of the thoracic/chest cavity & respiratory system.
  - 50.03 Differentiate between a pneumothorax (open, simple & tension) & hemothorax.
  - 50.04 Describe and demonstrate the assessment & management of a patient with a suspected chest (open and closed) injury.
- 51.0 Demonstrate an understanding and the skills required for the management of a patient with an abdominal/genitourinary trauma—The students will be able to:
- 51.01 Discuss MOI for abdominal injury (blunt & penetrating, energy & injury).
  - 51.02 List the anatomy, physiology & pathophysiology of the abdominal cavity & genitourinary (both male & female) system.
  - 51.03 Describe the abdominal quadrants.
  - 51.04 Describe the differences between hollow & solid organs.
  - 51.05 Describe and demonstrate the assessment & management of a patient with a suspected abdominal (penetrating or blunt) or genitourinary injury.
  - 51.06 Explain special consideration related to a patient who has experienced an injury by sexual assault/abuse.
- 52.0 Demonstrate an understanding and the skills required for the management of a patient with an orthopedic trauma—The students will be able to:
- 52.01 Discuss MOI for orthopedic injury (blunt & penetrating, energy & injury).
  - 52.02 Review the anatomy, physiology & pathophysiology of the musculoskeletal system.
  - 52.03 Describe the different types of musculoskeletal injuries including fractures, amputations, sprains, & strains.
  - 52.04 Differentiate between an open and a closed painful, swollen, deformed extremity.
  - 52.05 Describe and demonstrate the assessment & management of a patient with a suspected orthopedic injury.
- 53.0 Demonstrate an understanding and the skills required for the management of a patient with a soft tissue trauma—The students will be able to:
- 53.01 Discuss & list the anatomy and physiology, to include the layers, of the skin.
  - 53.02 Discuss and list the types of open & closed soft tissue injury.
  - 53.03 Define and list characteristics of superficial, partial-thickness and full-thickness burns.
  - 53.04 Explain how the seriousness of a burn is related to its depth and extent (percent of body surface area (BSA) involved or rule of 9s) for adult & pediatric patient.
  - 53.05 Describe and demonstrate the assessment & management of a patient with a soft tissue injury.
- 54.0 Demonstrate an understanding and the skills required for the management of a patient with a head, facial, or neck (non-spinal) trauma—The students will be able to:
- 54.01 List the anatomy, physiology & pathophysiology of the head, face, & neck.
  - 54.02 Discuss MOI for head, face, & neck (non-spinal) (blunt & penetrating, energy & injury).

- 54.03 Describe and demonstrate the assessment & management of a patient with an injury to the head, face & neck (non-spinal).
- 55.0 Demonstrate an understanding and the skills required for the management of a patient with a nervous system trauma—The students will be able to:
- 55.01 Review the anatomy, physiology & pathophysiology of the nervous system.
  - 55.02 Explain functions of the somatic & autonomic nervous system
  - 55.03 Discuss MOI for head (brain) & spinal (blunt & penetrating, energy & injury).
  - 55.04 Discuss the different types of brain injuries and their corresponding signs and symptoms, including increased intracranial pressure (ICP), concussion, contusion & injuries caused by medical conditions.
  - 55.05 Describe and demonstrate the assessment & management of a patient with a head (brain) and spinal injury.
- 56.0 Demonstrate an understanding of the special considerations for the management of a patient experiencing a trauma during pregnancy—The students will be able to:
- 56.01 Discuss anatomy, physiology & pathophysiology of the pregnant trauma patient.
  - 56.02 Discuss MOI and fetal considerations for the pregnant trauma patient.
  - 56.03 Discuss & demonstrate unique injuries and conditions along with assessment & management for the pregnant patient involved in trauma.
- 57.0 Demonstrate an understanding of the special considerations for the management of the pediatric patient experiencing a trauma—The students will be able to:
- 57.01 Discuss anatomy, physiology & pathophysiology of the pediatric trauma patient.
  - 57.02 Discuss & demonstrate unique assessment & management considerations for the pediatric trauma patient.
- 58.0 Demonstrate an understanding of the special considerations for the management of the geriatric patient experiencing a trauma—The students will be able to:
- 58.01 Discuss anatomy, physiology & pathophysiology of the elderly trauma patient.
  - 58.02 Discuss & demonstrate unique assessment & management considerations for the elderly trauma patient.
- 59.0 Demonstrate an understanding of the special considerations for the management of the cognitively impaired patient experiencing a trauma—The students will be able to:
- 59.01 Discuss anatomy, physiology & pathophysiology of the cognitively impaired trauma patient.
  - 59.02 Discuss & demonstrate unique assessment & management considerations for the cognitively impaired trauma patient.
- 60.0 Discuss and demonstrate how to assess and manage environmental trauma emergencies—The students will be able to:
- 60.01 Define drowning and discuss its incidence, risk factors & prevention.
  - 60.02 List pathophysiologies of water related incidents.
  - 60.03 Describe submersion in salt and fresh water.

- 60.04 Discuss & demonstrate assessment & management considerations for a patient of a submersion incident.
  - 60.05 Describe the different types of diving emergencies and how they may occur.
  - 60.06 List pathophysiologies of dysbarism incidents to include high altitudes and diving incidents.
  - 60.07 Discuss & demonstrate assessment & management considerations for a patient of a dysbarism incident.
  - 60.08 Discuss & demonstrate assessment & management considerations for a patient of a lightning incident.
  - 60.09 Explain the five ways a body can lose heat.
  - 60.10 List pathophysiologies of temperature related incidents to include both cold and heat related illness.
  - 60.11 Discuss & demonstrate assessment & management considerations for a patient of a temperature related illness.
  - 60.12 Identify the species of insects, spiders & snakes in the US that may cause life threatening injuries.
  - 60.13 Discuss & demonstrate assessment & management considerations for a patient of a bite or envenomation incident.
- 61.0 Define and articulate the kinematics of trauma—The students will be able to:
- 61.01 Explain the relationship between mechanism of injury and potential energy, kinetic energy and work.
  - 61.02 Define term blunt & penetrating trauma and provide examples of the mechanism of injury (MOI) that would cause each to occur and include:
    - 61.02.01 Affects of high, medium & low velocity penetrating trauma
    - 61.02.02 Primary, secondary, tertiary and miscellaneous blast injuries
    - 61.02.03 Factors to consider of a patient injured in a fall
    - 61.02.04 Consider age (pediatric & geriatrics)
- 62.0 Describe the components and procedures of a multi-system trauma—The students will be able to:
- 62.01 Describe and provide a general overview of multisystem trauma patient management.
  - 62.02 Discuss the golden principle of out-of-hospital trauma care.
  - 62.03 Discuss & demonstrate assessment & management considerations for a patient of multi system injuries.
- 63.0 Apply knowledge of growth development, aging and assessment to the obstetric and neonatal populations—The students will be able to:
- 63.01 Review the anatomy, physiology & pathophysiology of the female reproductive system.
  - 63.02 Explain the normal changes that occur during pregnancy.
  - 63.03 Differentiate between the stages of labor and delivery.
  - 63.04 Discuss & demonstrate assessment & management considerations of a pregnancy
  - 63.05 Discuss assessment & management considerations of complications of pregnancy.
  - 63.06 Discuss & demonstrate assessment & management considerations of a neonate.

- 64.0 Apply knowledge of growth development, aging and assessment to the pediatric population—The students will be able to:
- 64.01 List the anatomy, physiology & pathophysiology of the pediatric patient.
  - 64.02 Describe the differences in anatomy of the pediatric patient when compared to the adult patient.
  - 64.03 Discuss & demonstrate assessment & management considerations of a pediatric emergency.
  - 64.04 The most common causes of the following conditions in the pediatric patient.
    - 64.04.01 Shock
    - 64.04.02 Altered mental status and seizures
    - 64.04.03 Gastrointestinal emergencies
    - 64.04.04 Poisonings
    - 64.04.05 Drowning
    - 64.04.06 Trauma
  - 64.05 Discuss & demonstrate assessment & management considerations for Sudden Infant Death Syndrome (SIDS).
- 65.0 Apply knowledge of growth development, aging and assessment to the geriatric population—The students will be able to:
- 65.01 Define and discuss the term “geriatrics.”
  - 65.02 List the anatomy, physiology & pathophysiology of the geriatric patient.
  - 65.03 Discuss & demonstrate assessment & management considerations of a geriatric emergency.
- 66.0 Apply knowledge of growth development, aging and assessment to patients with special challenges—The students will be able to:
- 66.01 Define and discuss child and elder abuse and neglect and possible indicators of each.
  - 66.02 Discuss assessment & management considerations of a patient with special needs to include child and elder abuse and neglect, homelessness/poverty, etc.
- 67.0 Discuss and demonstrate the principles of safely operating a ground ambulance—The students will be able to:
- 67.01 Discuss the importance of performing regular vehicle & equipment inspection.
  - 67.02 Describe the general provisions of Florida laws relating to the operation of the ambulance and privileges.
  - 67.03 Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle.
  - 67.04 Provide examples of some high risk situations and hazards that may affect the safety of the ambulance and its passengers during both pre-transport & transport.
- 68.0 Discuss an overview of EMS operations during a multiples casualty incident—The students will be able to:

- 68.01 Describe the specific condition that would define a mass-casualty incident (MCI) and give examples.
  - 68.02 Describe primary and secondary triage, how the four triage categories are assigned and how destination decisions are made.
  - 68.03 Describe how the techniques of triage are performed.
  - 68.04 Demonstrate how to perform a triage based scenario that involves an MCI.
- 69.0 Demonstrate knowledge and procedures involved in safely operating in and around an air medical operations landing zone—The students will be able to:
- 69.01 Discuss safe air medical operations.
  - 69.02 Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
  - 69.03 Discuss the criteria for utilizing an air medical response.
- 70.0 Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations—The students will be able to:
- 70.01 Describe the role of the EMT in patient rescue & vehicle extrication.
  - 70.02 Describe personal and patient safety during vehicle extrication.
  - 70.03 Discuss the factors related to ensuring situational safety at the site of a vehicle extrication.
  - 70.04 Explain the difference between simple access and complex access in vehicle extrication.
  - 70.05 Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
- 71.0 Discuss the risks and responsibilities of operating during a terrorism event or during a natural or man-made disaster—The students will be able to:
- 71.01 Describe the role of the EMT on the scene of a natural or man-made disaster.
  - 71.02 Define the term international terrorism & domestic terrorism and provide examples of incidents of each.
  - 71.03 Describe personal & patient safety during a natural or man-made disaster.
  - 71.04 Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Paramedic  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351090405
Program Type	College Credit Certificate (CCC)
Program Length	42 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2041 Emergency Medical Technicians and Paramedics
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Emergency Medical Services AS degree program (1351090402).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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.

This is an instructional program that prepares students for employment as paramedics SOC 29-2041 (Emergency Medical Technicians & Paramedics) to function at the basic pre-hospital paramedic level and treat various medical/trauma conditions, using appropriate equipment and materials. The program prepares students for certification as paramedics in accordance with Chapter 64J-1 of the Florida Administrative Code. The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT) National EMS Educational Standards for Paramedic. This is the second level for a career in emergency medical services in Florida.

The content includes but is not limited to: patient assessment, advanced airway management, cardiovascular emergencies, external and internal bleeding and shock, traumatic injuries, fractures, dislocations, sprains, poisoning, heart attack, stroke, diabetes, pharmacology, medication administration, respiratory emergencies, endocrine emergencies, acute abdomen, communicable diseases, patients with abnormal behavior, substance abuse, the unconscious state, emergency childbirth, pediatric and geriatric emergencies, burns, environmental hazards, communications, documentation, extrication, mass casualty incident, incident command system, and transportation of patient.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS, trauma score card methodologies and SIDS training education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

A Paramedic program must be taught by faculty meeting the qualifications as set forth in 64J-1.020 F. A. C.

Field internship shall include a competency-based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include supervised experience in the field setting with a certified ALS transport EMS agency or ALS fire department. Refer to 64J-1/20 for additional requirements of the field internship inside of the paramedic program.

Pursuant F.S.401.2701 to Paramedic programs must be available only to Florida-certified emergency medical technicians or an emergency medical technician applicant who will obtain Florida certification prior to completion of phase one of the paramedic program and EMT certification must be maintained through the program.

It is strongly recommended this program be accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs). Beginning January 1, 2013, National Registry for Emergency Medical Technicians (NREMT) will require students applying for Paramedic National certification to be from a CAAHEP/CoAEMSP accredited program.

The Student Performance Standards for Paramedic were adapted and condensed from the most current US Department of Transportation, National EMS Educational Standards for the Paramedic. Administrators and instructors should refer to these materials for additional detail.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following successful

completion of the core, students will be eligible to take the National Health Care Foundation Skill Standards Assessment, with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate knowledge of the Paramedic's roles and responsibilities.
- 13.0 Describe wellness in EMS.
- 14.0 Describe primary injury prevention.
- 15.0 Describe medical/legal considerations.
- 16.0 Describe emergency medical services ethics.
- 17.0 Apply the general concepts of pathophysiology.



- 18.0 Demonstrate the knowledge of pharmacology and administer medications.
- 19.0 Demonstrate the knowledge of the venous circulation and safely administer medications.
- 20.0 Demonstrate effective therapeutic communications.
- 21.0 Demonstrate the knowledge of human development and assessment communication strategies.
- 22.0 Establish and/or maintain a patent airway and ventilation.
- 23.0 Demonstrate general patient assessment and initial management.
- 24.0 Demonstrate the technique of a physical exam to perform a patient assessment.
- 25.0 Demonstrate the ability to apply a process of clinical decision making.
- 26.0 Describe and demonstrate EMS communication systems.
- 27.0 Demonstrate proper patient documentation.
- 28.0 Integrate the principles of kinematics to enhance the patient assessment.
- 29.0 Implement the proper treatment plan for a patient with shock or hemorrhage.
- 30.0 Implement the proper treatment plan for a patient with soft tissue trauma.
- 31.0 Implement the proper treatment plan for a patient with burn injuries.
- 32.0 Implement the proper treatment plan for a trauma patient with a head injury.
- 33.0 Implement the proper treatment plan for a patient with suspected spinal injury.
- 34.0 Implement the proper treatment plan for a patient with suspected thoracic injury.
- 35.0 Implement the proper treatment plan for a patient with suspected abdominal trauma.
- 36.0 Implement the proper treatment plan for a patient with suspected musculoskeletal injury.
- 37.0 Implement the proper treatment plan for a patient with suspected respiratory problems.
- 38.0 Implement the proper treatment plan for a patient with suspected cardiovascular disease.
- 39.0 Implement the proper treatment plan for a patient with a suspected neurologic problem.
- 40.0 Implement the proper treatment plan for a patient with suspected endocrine problem.
- 41.0 Implement the proper treatment plan for a patient with a suspected allergic or anaphylactic reaction.
- 42.0 Implement the proper treatment plan for a patient with a suspected gastroenterologic problem.
- 43.0 Implement the proper treatment plan for a patient with a suspected renal or urologic problem.
- 44.0 Implement the proper treatment plan for a patient with suspected toxic exposure.
- 45.0 Implement the proper treatment plan for a hematopoietic patient.
- 46.0 Implement the proper treatment plan for a patient with suspected environmental problems.
- 47.0 Implement the proper treatment plan for a patient with suspected infectious or communicable disease.
- 48.0 Implement the proper treatment plan for a patient with a suspected behavioral emergency.
- 49.0 Implement the proper treatment plan for a patient with a suspected gynecological emergency.
- 50.0 Implement the proper treatment plan for a patient with a suspected obstetrical emergency.
- 51.0 Implement the proper treatment plan for a neonatal emergency.
- 52.0 Implement the proper treatment plan for a pediatric patient.
- 53.0 Implement the proper treatment plan for a geriatric patient.
- 54.0 Implement the proper treatment plan for a patient who has sustained abuse or assault.
- 55.0 Implement the proper treatment plan for a variety of diverse patients with a suspected emergency.
- 56.0 Implement the proper treatment plan for the chronic care patient.
- 57.0 Implement the proper treatment plan for patients with common complaints.

- 58.0 Demonstrate the proper procedures to ensure safe and effective ground and air transportation.
- 59.0 Integrate the principles of general incident management and multiple casualty incident management.
- 60.0 Integrate the principles of rescue awareness management.
- 61.0 Integrate the principles of human hazard awareness.
- 62.0 Integrate the principles of general incident management of hazardous materials emergencies.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Paramedic  
**CIP Number:** 0351090405  
**Program Length:** 42 credit hours  
**SOC Code(s):** 29-2041

This certificate program is part of the Emergency Medical Services AS degree program (1351090402). At the completion of this program, the student will be able to:

**Health Science Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Science Core in any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios

**PARAMEDIC: Intended outcomes 12-62 complete the occupational exit of the Paramedic. The outcomes may be taught as one or more modules at the postsecondary level. At the completion of these competencies, the student will have reached OCP B Paramedic.**

- 12.0 Demonstrate knowledge of the paramedic's roles and responsibilities—At the completion of this unit, the paramedic student will understand his or her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers--The student will be able to:
- 12.01 Define terms, including but not limited to: EMS systems, licensure, registration, profession, professionalism, health care professional, ethics, peer review, medical direction and protocols.
  - 12.02 Describe the attributes of a paramedic as a health care professional.
  - 12.03 Explain paramedic licensure/ certification, recertification, and reciprocity requirements in his or her state.
  - 12.04 Evaluate the importance of maintaining one's paramedic license/ certification.
  - 12.05 Describe the benefits of paramedic continuing education.
  - 12.06 Discuss the role of national associations and of a national registry agency.
  - 12.07 Discuss Chapter 401, Florida Statutes, and Chapter 64-E, Florida Administrative Code .
  - 12.08 Discuss the roles of various EMS standard setting agencies.
  - 12.09 Identify the standards (components) of an EMS System as defined by the National Highway Traffic Safety Administration.
  - 12.10 Describe examples of professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service.
  - 12.11 Describe the importance of quality EMS research to the future of EMS.
  - 12.12 List the primary and additional responsibilities of paramedics.
  - 12.13 Describe the role of the EMS physician in providing medical direction.
  - 12.14 Describe the benefits of medical direction, both on-line and off-line.
  - 12.15 Provide examples of local protocols.
  - 12.16 Discuss prehospital and out-of-hospital care as an extension of the physician.
  - 12.17 Describe the relationship between a physician on the scene, the paramedic on the scene, and the EMS physician providing on-line medical direction.
  - 12.18 Define the role of the paramedic relative to the safety of the crew, the patient, and bystanders.
  - 12.19 Assess personal practices relative to the responsibility for personal safety, the safety of the crew, the patient, and bystanders.
  - 12.20 Advocate the need for injury prevention, including abusive situations.
  - 12.21 Exhibit professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service.
- 13.0 Describe wellness in EMS—At the completion of this unit, the paramedic student will understand and value the importance of personal wellness in EMS and serve as a healthy role model for peers. At the completion of this unit, the paramedic student will be able to:

- 13.01 Discuss the concept of wellness and its benefits.
  - 13.02 Discuss how cardiovascular endurance, muscle strength, and flexibility contribute to physical fitness.
  - 13.03 Describe the impact of shift work on circadian rhythms.
  - 13.04 Discuss how periodic risk assessments and knowledge of warning signs contribute to cancer and cardiovascular disease prevention.
  - 13.05 Differentiate proper from improper body mechanics for lifting and moving patients in emergency and non-emergency situations.
  - 13.06 Describe the problems that a paramedic might encounter in a hostile situation and the techniques used to manage the situation.
  - 13.07 Describe the equipment available for self-protection when confronted with a variety of adverse situations.
  - 13.08 Describe the three phases of the stress response.
  - 13.09 List factors that trigger the stress response.
  - 13.10 Differentiate between normal/ healthy and detrimental reactions to anxiety and stress.
  - 13.11 Identify causes of stress in EMS.
  - 13.12 Identify and describe the defense mechanisms and management techniques commonly used to deal with stress.
  - 13.13 Describe the components of critical incident stress management (CISM).
  - 13.14 Describe the needs of the paramedic when dealing with death and dying.
  - 13.15 Describe the unique challenges for paramedics in dealing with the needs of children and other special populations related to their understanding or experience of death and dying.
  - 13.16 Discuss the importance of universal precautions and body substance isolation practices.
  - 13.17 Defend the need to treat each patient as an individual, with respect and dignity.
  - 13.18 Promote and practice stress management techniques.
  - 13.19 Defend the need to respect the emotional needs of dying patients and their families.
  - 13.20 Advocate and practice the use of personal safety precautions in all scene situations.
  - 13.21 Implement appropriate Joint Commission patient safety goals.
- 14.0 Describe primary injury prevention—At the completion of this unit, the paramedic student will be able to integrate the implementation of primary injury prevention activities as an effective way to reduce death, disabilities and health care costs. At the completion of this unit, the paramedic student will be able to:
- 14.01 Describe the incidence, morbidity and mortality of unintentional and alleged unintentional events.
  - 14.02 Identify the human, environmental, and socioeconomic impact of unintentional and alleged unintentional events.
  - 14.03 Identify health hazards and potential crime areas within the community.
  - 14.04 Identify the role of EMS in local municipal and community prevention programs.
  - 14.05 Value the contribution of effective documentation as one justification for funding of prevention programs.
- 15.0 Describe medical/legal considerations—At the completion of this unit, the paramedic student will understand the legal issues that impact decisions made in the out-of-hospital environment. At the completion of this unit, the paramedic student will be able to:



- 15.01 Differentiate between legal and ethical responsibilities.
  - 15.02 Differentiate between licensure and certification as they apply to the paramedic.
  - 15.03 List the specific problems or conditions encountered while providing care that a paramedic is required to report, and identify in each instance to who the report is to be made.
  - 15.04 Define terms, including but not limited to, the following: abandonment, battery, breach of duty, consent (expressed, implied, informed, voluntary), DNR orders, duty to act, emancipated minor, false imprisonment, liability, libel, negligence, proximate cause, scope of practice, slander, and tort.
  - 15.05 Differentiate between the scope of practice and the standard of care for paramedic practice.
  - 15.06 Discuss the concept of medical direction, including off-line medical direction and on-line medical direction, and its relationship to the standard of care of a paramedic.
  - 15.07 Describe the four elements that must be present in order to prove negligence.
  - 15.08 Discuss the legal concept of immunity, including Good Samaritan statutes and governmental immunity, as it applies to the paramedic.
  - 15.09 Explain the importance and necessity of patient confidentiality and the standards for maintaining patient confidentiality that apply to the paramedic.
  - 15.10 Differentiate among expressed, informed, implied, and involuntary consent.
  - 15.11 Given a scenario, demonstrate appropriate patient management and care techniques in a refusal of care situation.
  - 15.12 Describe what constitutes abandonment.
  - 15.13 Differentiate between assault and battery and describe how to avoid each.
  - 15.14 Describe the actions that the paramedic should take to preserve evidence at a crime or accident scene.
  - 15.15 Describe the importance of providing accurate documentation (oral and written) in substantiating an incident.
  - 15.16 Describe the characteristics of a patient care report required to make it an effective legal document.
- 16.0 Describe emergency medical services ethics—At the completion of this unit, the paramedic student will understand the role that ethics plays in decision making in the out-of-hospital environment. At the completion of this unit, the paramedic student will be able to:
- 16.01 Distinguish between ethical and moral decisions.
  - 16.02 Identify the premise that should underlie the paramedic's ethical decisions in out-of-hospital care.
  - 16.03 Analyze the relationship between the law and ethics in EMS.
  - 16.04 Describe the criteria necessary to honor an advance directive in your state.
- 17.0 Apply the general concepts of pathophysiology—At the completion of this unit, the paramedic student will be able to apply the general concepts of pathophysiology for the assessment and management of emergency patients. At the completion of this unit, the paramedic student will be able to:
- 17.01 Describe cellular injury and cellular death.
  - 17.02 Describe the factors that precipitate disease in the human body.
  - 17.03 Discuss analyzing disease risk.

- 17.04 Describe environmental risk factors.
  - 17.05 Discuss familial diseases and associated risk factors.
  - 17.06 Discuss hypoperfusion.
  - 17.07 Define terms including but not limited to: cardiogenic, hypovolemic, neurogenic, anaphylactic and septic shock.
  - 17.08 Describe multiple organ dysfunction syndrome.
  - 17.09 Describe the inflammation response.
  - 17.10 Describe the systemic manifestations of the inflammation response.
  - 17.11 Describe the resolution and repair from inflammation.
  - 17.12 Discuss hypersensitivity.
  - 17.13 Describe deficiencies in immunity and inflammation.
  - 17.14 Describe homeostasis as a dynamic steady state.
  - 17.15 Describe neuroendocrine regulation.
- 18.0 Demonstrate knowledge of pharmacology and administer medications—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles of pharmacology and the assessment findings to formulate a field impression and implement a pharmacologic management plan. At the completion of this unit, the paramedic student will be able to:
- 18.01 Differentiate among the chemical, generic (nonproprietary), and trade (proprietary) names of a drug.
  - 18.02 List the four main sources of drug products.
  - 18.03 Describe how drugs are classified.
  - 18.04 List legislative acts controlling drug use and abuse in the United States.
  - 18.05 Differentiate among Schedule I, II, III, IV, and V substances.
  - 18.06 Discuss standardization of drugs.
  - 18.07 Discuss investigational drugs, including the Food and Drug Administration (FDA) approval process and the FDA classifications for newly approved drugs.
  - 18.08 Discuss the paramedic's responsibilities and scope of management pertinent to the administration of medications.
  - 18.09 List and describe general properties of drugs.
  - 18.10 List and describe liquid and solid drug forms.
  - 18.11 List and differentiate all methods and routes of medication administration covered in the current National EMS Scope of Practice Model.
  - 18.12 Differentiate between enteral and parenteral routes of drug administration.
  - 18.13 Describe mechanisms of drug action.
  - 18.14 Describe the process called pharmacokinetics, pharmacodynamics, including theories of drug action, drug-response relationship, factors altering drug responses, predictable drug responses, iatrogenic drug responses, and unpredictable adverse drug responses.
  - 18.15 Synthesize patient history information and assessment findings to form a field impression.
- 19.0 Demonstrate knowledge of the venous circulation and safely administer medications—At the completion of this unit, the paramedic student will be able to safely and precisely access the venous circulation and administer medications. At the completion of this unit, the paramedic student will be able to:
- 19.01 Review the specific anatomy and physiology pertinent to medication administration.

- 19.02 Review mathematical principles.
  - 19.03 Discuss formulas as a basis for performing drug calculations.
  - 19.04 Describe the indications, equipment needed, technique used, precautions, and general principles of peripheral venous or external jugular cannulation.
  - 19.05 Describe the indications, equipment needed, technique used, precautions, and general principles of intraosseous needle placement and infusion.
  - 19.06 Discuss the "six rights" of drug administration and correlate these with the principles of medication administration.
  - 19.07 Describe the use of universal precautions and body substance isolation (BSI) procedures when administering a medication.
  - 19.08 Describe the equipment needed and general principles of administering oral medications.
  - 19.09 Describe the indications, equipment needed, techniques used, precautions, and general principles of administering medications by the inhalation route.
  - 19.10 Describe the indications, equipment needed, techniques used, precautions, and general principles of administering medications by the gastric tube.
  - 19.11 Describe the indications, equipment needed, techniques used, precautions, and general principles of rectal medication administration.
  - 19.12 Differentiate among the different percutaneous routes of medication administration.
  - 19.13 Describe the purpose, equipment needed, techniques used, complications, and general principles for obtaining a blood sample.
  - 19.14 Obtain venous and capillary blood for testing and discuss blood chemistry and normal values as referenced in the National EMS educational guidelines: Paramedic Instructional Guidelines.
  - 19.15 Synthesize a pharmacologic management plan including medication administration.
  - 19.16 Demonstrate cannulation of peripheral or external jugular veins.
  - 19.17 Demonstrate intraosseous needle placement and infusion.
  - 19.18 Demonstrate clean technique during medication administration.
  - 19.19 Demonstrate administration of oral medications.
  - 19.20 Demonstrate administration of medications by the inhalation route.
- 20.0 Demonstrate effective therapeutic communication—At the completion of this unit, the paramedic student will be able to integrate the principles of therapeutic communication to effectively communicate with any patient while providing care. At the completion of this unit, the paramedic student will be able to:
- 20.01 Identify internal and external factors that affect a patient/ bystander interview conducted by a paramedic.
  - 20.02 Restate the strategies for developing patient rapport.
  - 20.03 Summarize the methods to assess mental status based on interview techniques.
  - 20.04 Discuss the strategies for interviewing a patient who is unmotivated to talk.
  - 20.05 Summarize developmental considerations of various age groups that influence patient interviewing.
  - 20.06 Restate unique interviewing techniques necessary to employ with patients who have special needs.
  - 20.07 Discuss interviewing considerations used by paramedics in cross-cultural communications.

- 21.0 Demonstrate the knowledge of human development with assessment and communication strategies—The paramedic student will be able to integrate the physiological, psychological, and sociological changes throughout human development with assessment and communication strategies for patients of all ages. At the completion of this unit, the paramedic student will be able to:
- 21.01 Compare the physiological and psychosocial characteristics of an infant with those of an early adult.
  - 21.02 Compare the physiological and psychosocial characteristics of a toddler with those of an early adult.
  - 21.03 Compare the physiological and psychosocial characteristics of a pre-school child with those of an early adult.
  - 21.04 Compare the physiological and psychosocial characteristics of a school-aged child with those of an early adult.
  - 21.05 Compare the physiological and psychosocial characteristics of an adolescent with those of an early adult.
  - 21.06 Compare the physiological and psychosocial characteristics of a middle aged adult with those of an early adult.
- 22.0 Establish and/or maintain a patent airway and ventilation—At the completion of this unit, the paramedic student will be able to establish and/ or maintain a patent airway, oxygenate, and ventilate a patient. At the completion of this unit, the paramedic student will be able to:
- 22.01 Explain the primary objective of airway maintenance.
  - 22.02 Explain the differences between adult and pediatric airway anatomy.
  - 22.03 Define gag reflex.
  - 22.04 List the concentration of gases that comprise atmospheric air.
  - 22.05 Describe the measurement of oxygen in the blood.
  - 22.06 Describe the measurement of carbon dioxide in the blood.
  - 22.07 Describe peak expiratory flow.
  - 22.08 List factors that cause decreased oxygen concentrations in the blood.
  - 22.09 List the factors that increase and decrease carbon dioxide production in the body.
  - 22.10 Define pulsus paradoxes.
  - 22.11 Describe the Sellick (cricoid pressure) maneuver.
  - 22.12 Describe the use of an oral and nasal airway.
  - 22.13 Describe indications, contraindications, advantages, disadvantages, complications, and technique for ventilating a patient with an automatic transport ventilator (ATV).
  - 22.14 Describe the indications, contraindications, advantages, disadvantages, complications, liter flow range, and concentration of delivered oxygen for supplemental oxygen delivery devices.
  - 22.15 Define, identify and describe a tracheostomy, stoma, and tracheostomy tube.
  - 22.16 Define, identify, and describe a laryngectomy.
  - 22.17 Describe the special considerations in airway management and ventilation for the pediatric patient.
  - 22.18 Describe the indications, contraindications, advantages, disadvantages, complications and equipment for rapid sequence intubation with neuromuscular blockade.

- 22.19 Identify neuromuscular blocking drugs and other agents used in rapid sequence intubation.
  - 22.20 Describe the indications, contraindications, advantages, disadvantages, complications and equipment for sedation during intubation.
  - 22.21 Describe the indications, contraindications, advantages, disadvantages and complications for performing an open cricothyrotomy.
  - 22.22 Demonstrate adequate endotracheal, nasotracheal, subglottic, supraglottic, placement of airway devices.
  - 22.23 Describe and demonstrate methods of assessment for confirming correct placement of any airway device
  - 22.24 Describe the indications, contraindications, advantages, disadvantages, complications, equipment and technique for extubation.
  - 22.25 Describe methods of endotracheal intubation in the pediatric patient.
  - 22.26 Perform pulse oximetry.
  - 22.27 Perform and interpret wave form capnography and colormetric.
- 23.0 Demonstrate general patient assessment and initial management--At the completion of this unit, the paramedic student will be able to use the appropriate techniques to obtain a medical history from a patient, and the paramedic student will be able to explain the pathophysiological significance of physical exam findings. At the completion of this unit, the paramedic student will be able to:
- 23.01 Describe the techniques of history taking.
  - 23.02 Demonstrate the importance of empathy when obtaining a health history.
  - 23.03 Describe the techniques of inspection, palpation, percussion, and auscultation.
  - 23.04 Describe the evaluation of mental status.
  - 23.05 Distinguish the importance of abnormal findings of the assessment of the skin.
  - 23.06 Describe the examination of the head and neck.
  - 23.07 Differentiate normal and abnormal assessment findings of the mouth and pharynx.
  - 23.08 Appreciate the limitations of conducting a physical exam in the out-of-hospital environment.
  - 23.09 Demonstrate the examination of skin, hair and nails.
  - 23.10 Demonstrate the examination of the head and neck.
  - 23.11 Demonstrate the examination of the eyes.
  - 23.12 Demonstrate the examination of the ears.
  - 23.13 Demonstrate the examination of the nose.
  - 23.14 Demonstrate the examination of the mouth and pharynx.
  - 23.15 Demonstrate the examination of the neck.
  - 23.16 Demonstrate the examination of the thorax and ventilation.
  - 23.17 Demonstrate the examination of the posterior chest.
  - 23.18 Demonstrate auscultation of the chest.
  - 23.19 Demonstrate percussion of the chest.
  - 23.20 Demonstrate the examination of the arterial pulse including location, rate, rhythm, and amplitude.
  - 23.21 Demonstrate special examination techniques of the cardiovascular examination.
  - 23.22 Demonstrate the examination of the abdomen.
  - 23.23 Demonstrate auscultation of the abdomen.
  - 23.24 Demonstrate the external visual examination of the female genitalia.
  - 23.25 Demonstrate the examination of the male genitalia.
  - 23.26 Demonstrate the examination of the peripheral vascular system.

- 23.27 Demonstrate the examination of the musculoskeletal system.
- 23.28 Demonstrate the examination of the nervous system.
- 24.0 Demonstrate techniques of a physical exam to perform a patient assessment—At the end of this unit, the paramedic student will be able to integrate the principles of history taking and techniques of physical exam to perform a patient assessment. At the completion of this unit, the paramedic student will be able to:
  - 24.01 Describe common hazards found at the scene of a trauma and a medical patient.
  - 24.02 Discuss common mechanisms of injury/ nature of illness.
  - 24.03 Explain the reasons for identifying the need for additional help or assistance.
  - 24.04 Summarize the reasons for forming a general impression of the patient.
  - 24.05 Discuss methods of assessing mental status.
  - 24.06 Categorize levels of consciousness in the adult, infant and child.
  - 24.07 Discuss methods of assessing the airway in the adult, child and infant patient.
  - 24.08 State reasons for management of the cervical spine once the patient has been determined to be a trauma patient.
  - 24.09 Describe methods used for assessing if a patient is breathing.
  - 24.10 Distinguish between methods of assessing breathing in the adult, child and infant patient.
  - 24.11 Compare the methods of providing airway care to the adult, child and infant patient.
  - 24.12 Differentiate between locating and assessing a pulse in an adult, child and infant patient.
  - 24.13 Discuss the need for assessing the patient for external bleeding.
  - 24.14 Describe normal and abnormal findings when assessing skin color, temperature, and condition.
  - 24.15 Explain the reason for prioritizing a patient for care and transport.
  - 24.16 Describe the evaluation of patient's perfusion status based on findings in the initial assessment.
  - 24.17 State the reasons for performing a rapid trauma assessment.
  - 24.18 Discuss the reason for performing a focused history and physical exam.
  - 24.19 Discuss the components of the detailed physical exam in relation to the techniques of examination.
  - 24.20 Discuss the reasons for repeating the initial assessment as part of the on-going assessment.
  - 24.21 Describe the components of the on-going assessment.
  - 24.22 Discuss medical identification devices/systems.
  - 24.23 Explain the rationale for crew members to evaluate scene safety prior to entering.
  - 24.24 Explain the value of performing an initial assessment.
  - 24.25 Observe various scenarios and identify potential hazards.
  - 24.26 Demonstrate the scene-size-up.
  - 24.27 Demonstrate the techniques for assessing mental status.
  - 24.28 Demonstrate the techniques for assessing the airway.
  - 24.29 Demonstrate the techniques for assessing if the patient is breathing.
  - 24.30 Demonstrate the techniques for assessing if the patient has a pulse.
  - 24.31 Demonstrate the techniques for assessing the patient for external bleeding.
  - 24.32 Demonstrate the techniques for assessing the patient's skin color, temperature, and condition.
  - 24.33 Demonstrate the ability to prioritize patients.
  - 24.34 Perform a detailed physical examination.

- 24.35 Demonstrate the skills involved in performing the on-going assessment.
- 25.0 Demonstrate the ability to apply a process of clinical decision making–At the end of this unit, the paramedic student will be able to apply a process of clinical decision making to use the assessment findings to help form a field impression. At the end of this unit, the paramedic student will be able to:
- 25.01 Compare the factors influencing medical care in the out-of-hospital environment to other medical settings.
  - 25.02 Differentiate between critical life-threatening, potentially life-threatening, and non life-threatening patient presentations.
  - 25.03 Evaluate the benefits and shortfalls of protocols, standing orders and patient care algorithms.
  - 25.04 Define the components, stages and sequences of the critical thinking process for paramedics.
  - 25.05 Apply the fundamental elements of critical thinking for paramedics.
  - 25.06 Describe the effects of the fight or flight response and the positive and negative effects on a paramedic's decision making.
  - 25.07 Summarize the six R's of putting it all together: Read the patient, Read the scene, React, Reevaluate, Revise the management plan, Review performance.
- 26.0 Describe and demonstrate EMS communications systems–At the completion of this unit, the paramedic student will be able to follow an accepted format for dissemination of patient information in verbal form, either in person or over the radio. At the completion of this unit, the paramedic student will be able to:
- 26.01 Identify the role of verbal, written, and electronic communications in the provision of EMS.
  - 26.02 Describe the phases of communications necessary to complete a typical EMS event.
  - 26.03 Identify the importance of proper terminology when communicating during an EMS event.
  - 26.04 List factors that impede effective verbal communications.
  - 26.05 List factors which enhance verbal communications.
  - 26.06 List factors which impede effective written communications.
  - 26.07 List factors which enhance written communications.
  - 26.08 Recognize the legal status of written communications related to an EMS event.
  - 26.09 Identify the components of the local EMS communications system and describe their function and use.
  - 26.10 Identify and differentiate among the following communications systems: simplex, multiplex, duplex, trunked, digital communications, and cellular telephone.
  - 26.11 Describe the functions and responsibilities of the Federal Communications Commission.
  - 26.12 Describe how an EMS dispatcher functions as an integral part of the EMS team.
  - 26.13 List appropriate information to be gathered by the Emergency Medical Dispatcher.
  - 26.14 Describe information that should be included in patient assessment information verbally reported to medical direction.
  - 26.15 Organize a list of patient assessment information in the correct order for electronic transmission to medical direction according to the format used locally.

- 27.0 Demonstrate proper patient documentation—At the completion of this unit, the paramedic student will be able to effectively document the essential elements of patient assessment, care and transport. At the completion of this unit, the paramedic student will be able to:
- 27.01 Identify the general principles regarding the importance of EMS documentation and ways in which documents are used.
  - 27.02 Identify and use medical terminology correctly.
  - 27.03 Record all pertinent administrative information.
  - 27.04 Analyze the documentation for accuracy and completeness, including spelling.
  - 27.05 Describe the differences between subjective and objective elements of documentation.
  - 27.06 Describe the potential consequences of illegible, incomplete, or inaccurate documentation.
  - 27.07 Describe the special considerations concerning patient refusal of transport.
  - 27.08 Explain how to properly record direct patient or bystander comments.
  - 27.09 Describe the special considerations concerning mass casualty incident documentation.
  - 27.10 Identify and record the pertinent, reportable clinical data of each patient interaction.
  - 27.11 Note and record pertinent negative clinical findings.
  - 27.12 Demonstrate proper completion of an EMS event record used locally.
- 28.0 Integrate the principles of kinematics to enhance the patient assessment—At the completion of this unit, the Paramedic student will be able to integrate the principles of kinematics to enhance the patient assessment and predict the likelihood of injuries based on the patient's mechanism of injury. At the completion of this unit, the Paramedic student will be able to:
- 28.01 List and describe the components of a comprehensive trauma system.
  - 28.02 Describe the role of and differences between levels of trauma centers.
  - 28.03 Describe the criteria for transport to a trauma center.
  - 28.04 Describe the criteria and procedure for air medical transport.
  - 28.05 Define energy and force as they relate to trauma.
  - 28.06 Define laws of motion and energy and understand the role that increased speed has on injuries.
  - 28.07 Describe the pathophysiology of the head, spine, thorax, and abdomen that result from the above forces.
  - 28.08 List specific injuries and their causes as related to interior and exterior vehicle damage.
  - 28.09 Describe the kinematics of penetrating injuries.
- 29.0 Implement the proper treatment plan for a patient with shock or hemorrhage—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with shock or hemorrhage. At the completion of this unit, the paramedic student will be able to:
- 29.01 Describe the epidemiology, including the morbidity/ mortality and prevention strategies, for shock and hemorrhage.
  - 29.02 Discuss the anatomy and physiology of the cardiovascular system.



- 29.03 Discuss the various types and degrees of shock and hemorrhage.
  - 29.04 Discuss the pathophysiology of hemorrhage and shock.
  - 29.05 Discuss the assessment findings associated with hemorrhage and shock.
  - 29.06 Discuss the treatment plan and management of hemorrhage and shock.
  - 29.07 Discuss the management of external hemorrhage.
  - 29.08 Differentiate between the administration rate and amount of IV fluid in a patient with controlled versus uncontrolled hemorrhage.
  - 29.09 Relate internal hemorrhage to the assessment findings of compensated and decompensated hemorrhagic shock.
  - 29.10 Discuss the management of internal hemorrhage.
  - 29.11 Describe the effects of decreased perfusion at the capillary level.
  - 29.12 Relate pulse pressure changes to perfusion status.
  - 29.13 Relate orthostatic vital sign changes to perfusion status.
  - 29.14 Define compensated and decompensated hemorrhagic shock.
  - 29.15 Differentiate between compensated and decompensated shock.
  - 29.16 Differentiate between the normotensive, hypotensive, or profoundly hypotensive patient.
  - 29.17 Differentiate between the administration of fluid in the normotensive, hypotensive, or profoundly hypotensive patient.
  - 29.18 Develop, execute and evaluate a treatment plan based on the field impression for the hemorrhage or shock patient.
- 30.0 Implement the proper treatment plan for a patient with soft tissue trauma—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement the treatment plan for the patient with soft tissue trauma. At the completion of this unit, the paramedic student will be able to:
- 30.01 Identify the major functions of the integumentary system.
  - 30.02 Discuss the pathophysiology of soft tissue injuries.
  - 30.03 Differentiate between the following types of closed soft tissue injuries: contusions, hematoma and crush injuries.
  - 30.04 Discuss the assessment findings associated with closed soft tissue injuries.
  - 30.05 Discuss the management of a patient with closed soft tissue injuries.
  - 30.06 Differentiate between the following types of open soft tissue injuries: abrasions, lacerations, major arterial lacerations, avulsions, impaled objects, amputations, incisions, crush injuries, blast injuries, and penetrations/punctures.
  - 30.07 Discuss the incidence, morbidity, and mortality of blast injuries.
  - 30.08 Predict blast injuries based on mechanism of injury, including primary, secondary and tertiary.
  - 30.09 Discuss types of trauma, including but not limited to blunt, penetrating, barotrauma and bur
  - 30.10 Discuss the effects of an explosion within an enclosed space on a patient.
  - 30.11 Discuss the assessment findings associated with blast injuries.
  - 30.12 Discuss the management of a patient with a blast injury.
  - 30.13 Discuss the incidence, morbidity, and mortality of crush injuries.
  - 30.14 Define crush injury, crush syndrome and compartment syndrome.
  - 30.15 Discuss the management of a patient with a crush injury.
  - 30.16 Discuss the pathophysiology of hemorrhage associated with soft tissue injuries, including capillary, venous and arterial.
  - 30.17 Discuss the assessment findings associated with open soft tissue injuries.

- 30.18 Differentiate between the various management techniques for hemorrhage control of open soft tissue injuries, including but not limited to: direct pressure, pressure dressing, and tourniquet application.
  - 30.19 Integrate pathophysiological principles to the assessment of a patient with a soft tissue injury.
  - 30.20 Formulate treatment priorities for patients with soft tissue injuries in conjunction with airway/face/neck trauma, thoracic trauma (open/closed), and abdominal trauma.
  - 30.21 Develop, execute, and evaluate a treatment plan based on the field impression for the patient with soft tissue trauma.
  - 30.22 Defend the rationale explaining why immediate life-threats must take priority over wound closure.
  - 30.23 Defend the management regimens for various soft tissue injuries.
  - 30.24 Demonstrate the proper use of any Morgan® type lens for irrigation of the eye.
- 31.0 Implement the proper treatment plan for a patient with burn injuries—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement the management plan for the patient with a burn injury. At the completion of this unit, the paramedic student will be able to:
- 31.01 Describe the epidemiology, including incidence, mortality/morbidity, risk factors, and prevention strategies for the patient with a burn injury.
  - 31.02 Describe the pathophysiologic complications and systemic complications of a burn injury.
  - 31.03 Identify and describe types of burn injuries, including a thermal burn, an inhalation burn, a chemical burn, an electrical burn, and a radiation exposure.
  - 31.04 Identify and describe the depth classifications of burn injuries, including a superficial burn, a partial-thickness burn, a full-thickness burn, and other depth classifications described by local protocol.
  - 31.05 Identify and describe methods for determining body surface area percentage of a burn injury including the "rules of nines," the "rules of palms," and other methods described by local protocol.
  - 31.06 Identify and describe the severity of a burn including a minor burn, a moderate burn, a severe burn, and other severity classifications described by local protocol.
  - 31.07 Describe special considerations for a pediatric patient with a burn injury.
  - 31.08 Discuss conditions associated with burn injuries, including trauma, blast injuries, airway compromise, respiratory compromise, and child abuse.
  - 31.09 Describe the management of a burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/ communication strategies, and other management described by local protocol.
  - 31.10 Describe the pathophysiology of a thermal burn injury.
  - 31.11 Identify and describe the depth classifications of a thermal burn injury.
  - 31.12 Describe the pathophysiology of an inhalation burn injury.
  - 31.13 Describe considerations which impact management and prognosis of the patient with an inhalation burn injury.
  - 31.14 Describe the management of an inhalation burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, and psychological support/ communication strategies.

- 31.15 Describe the pathophysiology of a chemical burn injury, including types of chemicals and their burning processes and a chemical burn injury to the eye.
  - 31.16 Describe the management of a chemical burn injury and a chemical burn injury to the eye, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, and psychological support/communication strategies.
  - 31.17 Identify and describe the severity of an electrical burn injury.
  - 31.18 Discuss mechanisms of burn injury and conditions associated with an electrical burn injury.
  - 31.19 Describe the management of an electrical burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, and psychological support/communication strategies.
  - 31.20 Describe the pathophysiology of a radiation exposure, including the types and characteristics of ionizing radiation.
  - 31.21 Identify and describe the severity of a radiation exposure.
  - 31.22 Describe the management of a radiation exposure, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, and psychological support/communication strategies.
  - 31.23 Develop, execute and evaluate a management plan based on the field impression for the patient with thermal, inhalation, chemical, electrical, and radiation burn injuries.
  - 31.24 Perform management of a thermal burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/communication strategies, and other management described by local protocol.
  - 31.25 Perform management of an inhalation burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/communication strategies, and other management described by local protocol.
  - 31.26 Perform management of a chemical burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/communication strategies, and other management described by local protocol.
  - 31.27 Perform management of an electrical burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/communication strategies, and other management described by local protocol.
  - 31.28 Perform management of a radiation exposure, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/communication strategies, and other management described by local protocol.
- 32.0 Implement the proper treatment plan for a trauma patient with a head injury–At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the trauma patient with a suspected head injury. At the completion of this unit, the paramedic student will be able to:
- 32.01 Differentiate between facial injuries based on the assessment and history.
  - 32.02 Develop a patient management plan for a patient with a facial injury based on the field impression.

- 32.03 Relate assessment findings associated with eye injuries to pathophysiology.
  - 32.04 Develop a patient management plan for a patient with an eye injury based on the field impression.
  - 32.05 Formulate a field impression for a patient with an ear injury based on the assessment findings.
  - 32.06 Develop a patient management plan for a patient with an ear injury based on the field impression.
  - 32.07 Formulate a field impression for a patient with a nose injury based on the assessment findings.
  - 32.08 Develop a patient management plan for a patient with a nose injury based on the field impression.
  - 32.09 Formulate a field impression for a patient with a throat injury based on the assessment findings.
  - 32.10 Develop a patient management plan for a patient with a throat injury based on the field impression.
  - 32.11 Formulate a field impression for a patient with a mouth injury based on the assessment findings.
  - 32.12 Develop a patient management plan for a patient with a mouth injury based on the field impression.
  - 32.13 Distinguish between head injury and brain injury.
  - 32.14 Define and explain the process involved with each of the levels of increasing ICP.
  - 32.15 Identify the need for rapid intervention and transport of the patient with a head/brain injury.
  - 32.16 Describe and explain the general management of the head/brain injury patient, including pharmacological and non-pharmacological treatment.
  - 32.17 Explain the pathophysiology of skull fracture.
  - 32.18 Develop a management plan for a patient with a skull fracture.
  - 32.19 Develop a management plan for a patient with a cerebral contusion.
  - 32.20 Explain the pathophysiology of intracranial hemorrhage, including epidural, subdural, intracerebral, and subarachnoid.
  - 32.21 Develop a management plan for a patient with an intracranial hemorrhage, including epidural, subdural, intracerebral and subarachnoid.
- 33.0 Implement the proper treatment plan for a patient with a suspected spinal injury—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with a suspected spinal injury. At the completion of this unit, the paramedic student will be able to:
- 33.01 Describe the pathophysiology of spinal injuries.
  - 33.02 Describe the assessment findings associated with spinal injuries.
  - 33.03 Describe the management of spinal injuries.
  - 33.04 Develop a patient management plan based on the field impression.
  - 33.05 Describe the pathophysiology of traumatic spinal injury related to spinal shock, spinal neurogenic shock, quadriplegia/paraplegia, and incomplete cord injury/cord syndromes, including central cord syndrome, anterior cord syndrome and Brown-Sequard syndrome.
  - 33.06 Describe the assessment findings associated with traumatic spinal injuries.
  - 33.07 Describe the management of traumatic spinal injuries.
  - 33.08 Differentiate between traumatic and non-traumatic spinal injuries based on the assessment and history.

- 33.09 Develop a patient management plan for traumatic spinal injury based on the field impression.
  - 33.10 Describe the pathophysiology of non-traumatic spinal injury, including but not limited to, low back pain, herniated intervertebral disk and spinal cord tumors.
  - 33.11 Describe the management of non-traumatic spinal injuries.
  - 33.12 Differentiate between traumatic and non-traumatic spinal injuries based on the assessment and history.
  - 33.13 Develop a patient management plan for non-traumatic spinal injury based on the field impression.
  - 33.14 Demonstrate a clinical assessment to determine the proper management modality for a patient with a suspected traumatic spinal injury.
  - 33.15 Demonstrate a clinical assessment to determine the proper management modality for a patient with a suspected non-traumatic spinal injury.
  - 33.16 Demonstrate immobilization of the urgent and non-urgent patient with assessment findings of spinal injury from the following presentations: Supine, Prone, Semi-prone, Sitting, Standing
  - 33.17 Demonstrate preferred methods for stabilization of a helmet from a potentially spine injured patient.
  - 33.18 Demonstrate helmet removal techniques.
- 34.0 Implement the proper treatment plan for a patient with a suspected thoracic injury–At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for a patient with a thoracic injury. At the completion of this unit, the paramedic student will be able to:
- 34.01 Discuss the anatomy and physiology of the organs and structures related to thoracic injuries.
  - 34.02 Discuss the pathophysiology of thoracic injuries.
  - 34.03 Discuss the management of thoracic injuries.
  - 34.04 Identify the need for rapid intervention and transport of the patient with thoracic injuries.
  - 34.05 Discuss the pathophysiology of specific chest wall injuries, including rib fracture, flail segment, and sternal fracture.
  - 34.06 Identify the need for rapid intervention and transport of the patient with chest wall injuries.
  - 34.07 Discuss the management of chest wall injuries.
  - 34.08 Discuss the pathophysiology of injury to the lung, including but not limited to simple, open and tension pneumothorax, hemothorax, hemopneumothorax, and pulmonary contusion.
  - 34.09 Discuss the management of lung injuries.
  - 34.10 Assist with the insertion of a chest tube and when in place monitor and manage chest tube patency.
  - 34.11 Discuss the pathophysiology of myocardial injuries, including but not limited to pericardial tamponade, myocardial contusion and myocardial rupture.
  - 34.12 Discuss the management of myocardial injuries.
  - 34.13 Discuss the pathophysiology of vascular injuries, including injuries to the aorta, vena cava, and pulmonary arteries and veins.
  - 34.14 Discuss the management of vascular injuries.
  - 34.15 Discuss the pathophysiology of tracheo-bronchial injuries.
  - 34.16 Discuss the management of tracheo-bronchial injuries.

- 34.17 Discuss the pathophysiology of traumatic asphyxia.
  - 34.18 Discuss the assessment findings associated with traumatic asphyxia.
  - 34.19 Discuss the management of traumatic asphyxia.
  - 34.20 Demonstrate a clinical assessment for a patient with suspected thoracic trauma.
  - 34.21 Demonstrate the following techniques of management for thoracic injuries:  
Needle decompression, Fracture stabilization, Elective intubation, ECG monitoring Oxygenation and ventilation
- 35.0 Implement the proper treatment plan for a patient with a suspected abdominal trauma—At the completion of this unit, the paramedic student will be able to integrate pathophysiologic principles and the assessment findings to formulate a field impression and implement the treatment plan for the patient with suspected abdominal trauma. At the completion of this unit, the paramedic student will be able to:
- 35.01 Describe the anatomy and physiology of organs and structures related to abdominal injuries.
  - 35.02 Describe open and closed abdominal injuries.
  - 35.03 Explain the pathophysiology of abdominal injuries.
  - 35.04 Describe the management of abdominal injuries.
  - 35.05 Describe the assessment findings associated with solid organ injuries.
  - 35.06 Describe the treatment plan and management of solid organ injuries.
  - 35.07 Describe the assessment findings associated with hollow organ injuries.
  - 35.08 Describe the treatment plan and management of hollow organ injuries.
  - 35.09 Describe the assessment findings associated with pelvic fractures.
  - 35.10 Describe the treatment plan and management of pelvic fractures.
  - 35.11 Develop a patient management plan for a patient with abdominal injuries, based upon field impression.
- 36.0 Implement the proper treatment plan for a patient with a suspected musculoskeletal injury—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement the treatment plan for the patient with a musculoskeletal injury. At the completion of this unit, the paramedic student will be able to:
- 36.01 Discuss the anatomy and physiology of the musculoskeletal system.
  - 36.02 Discuss types of musculoskeletal injuries, including fracture (open and closed), dislocation/fracture, sprain, and strain.
  - 36.03 Discuss the pathophysiology of musculoskeletal injuries.
  - 36.04 Discuss the assessment findings associated with musculoskeletal injuries.
  - 36.05 Discuss the management of musculoskeletal injuries.
  - 36.06 Discuss the general guidelines for splinting.
  - 36.07 Discuss the pathophysiology of open and closed fractures.
  - 36.08 Discuss the assessment findings associated with fractures.
  - 36.09 Discuss the management of fractures.
  - 36.10 Discuss the pathophysiology of dislocations.
  - 36.11 Discuss the out-of-hospital management of dislocation/fractures, including splinting and realignment.
  - 36.12 Explain the importance of manipulating a knee dislocation/fracture with an absent distal pulse.
  - 36.13 Discuss the assessment findings of sprains.
  - 36.14 Discuss the management of sprains.

- 36.15 Discuss the management of strains.
  - 36.16 Discuss the management of a tendon injury.
  - 36.17 Develop a patient management plan for the musculoskeletal injury based on the field impression.
  - 36.18 Demonstrate a clinical assessment to determine the proper treatment plan for a patient with a suspected musculoskeletal injury.
  - 36.19 Demonstrate the proper use of fixation, soft and traction splints for a patient with a suspected fracture.
- 37.0 Implement the proper treatment plan for a patient with suspected respiratory problems—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with respiratory problems. At the completion of this unit, the paramedic student will be able to:
- 37.01 Identify and describe the function of the structures located in the upper and lower airway.
  - 37.02 Discuss the physiology of ventilation and respiration.
  - 37.03 Discuss abnormal assessment findings associated with pulmonary diseases and conditions.
  - 37.04 Compare various airway and ventilation techniques used in the management of pulmonary diseases.
  - 37.05 Review the pharmacological preparations that paramedics use for management of respiratory diseases and conditions.
  - 37.06 Review the use of equipment used during the physical examination of patients with complaints associated with respiratory diseases and conditions.
  - 37.07 Identify the epidemiology, anatomy, physiology, pathophysiology, assessment findings, and management for, but not limited to the following: adult respiratory distress syndrome, chronic bronchitis, bronchial asthma, emphysema, pneumonia, pulmonary edema, pulmonary thromboembolism, neoplasms of the lung, upper respiratory infections, spontaneous pneumothorax and hyperventilation syndrome.
  - 37.08 Demonstrate proper use of airway and ventilation devices including administration of BIPAP/CPAP and PEEP devices,
  - 37.09 Conduct a history and patient assessment for patients with pulmonary diseases and conditions.
- 38.0 Implement the proper treatment plan for a patient with suspected cardiovascular disease—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with cardiovascular disease. At the completion of this unit, the paramedic student will be able to:
- 38.01 Identify the risk factors most predisposing to coronary artery disease.
  - 38.02 Describe the anatomy of the heart, including the position in the thoracic cavity, layers of the heart, chambers of the heart, and location and function of cardiac valves.
  - 38.03 Identify the major structures of the vascular system.
  - 38.04 Identify and define the components of cardiac output.
  - 38.05 Identify phases of the cardiac cycle.

- 38.06 Identify the structure and course of all divisions and subdivisions of the cardiac conduction system.
- 38.07 Identify and describe how the heart's pacemaking control, rate, and rhythm are determined.
- 38.08 Describe the clinical significance of Starling's law.
- 38.09 Identify the structures of the autonomic nervous system (ANS).
- 38.10 Identify the effect of the ANS on heart rate, rhythm and contractility.
- 38.11 Identify and describe the components of the focused history as it relates to the patient with cardiovascular compromise.
- 38.12 Explain the purpose of ECG monitoring.
- 38.13 Correlate the electrophysiological and hemodynamic events occurring throughout the entire cardiac cycle with the various ECG wave forms, segments and intervals.
- 38.14 Given an ECG, identify the arrhythmia.
- 38.15 Describe a systematic approach to the analysis and interpretation of cardiac arrhythmias.
- 38.16 Describe the arrhythmias originating in the sinus node, the AV junction, the atria, and the ventricles.
- 38.17 Describe the arrhythmias originating or sustained in the AV junction.
- 38.18 Describe the abnormalities originating within the bundle branch system.
- 38.19 Describe the conditions of pulseless electrical activity.
- 38.20 Recognize the changes on the ECG that may reflect evidence of myocardial ischemia and injury.
- 38.21 Identify the major therapeutic objectives in the treatment of the patient with any arrhythmia.
- 38.22 Identify the clinical indications for transcutaneous and permanent artificial cardiac pacing.
- 38.23 Describe the techniques of applying a transcutaneous pacing system.
- 38.24 List the possible complications of pacing.
- 38.25 Describe the epidemiology, morbidity and mortality, and pathophysiology of angina pectoris.
- 38.26 List other clinical conditions that may mimic signs and symptoms of coronary artery disease and angina pectoris.
- 38.27 Identify the paramedic responsibilities associated with management of the patient with angina pectoris.
- 38.28 Describe the epidemiology, morbidity and mortality of myocardial infarction.
- 38.29 List and describe the assessment parameters to be evaluated in a patient with a suspected myocardial infarction.
- 38.30 List the characteristics of a patient eligible for thrombolytic therapy.
- 38.31 Initiate and monitor thrombolytic therapy.
- 38.32 Describe the most commonly used cardiac drugs in terms of therapeutic effect and dosages, routes of administration, side effects and toxic effects.
- 38.33 Define the term "acute pulmonary edema" and describe its relationship to left ventricular failure.
- 38.34 Define preload, afterload and left ventricular end-diastolic pressure and relate each to the pathophysiology of heart failure.
- 38.35 Differentiate between early and late signs and symptoms of left ventricular failure and those of right ventricular failure.
- 38.36 Explain the clinical significance of paroxysmal nocturnal dyspnea.
- 38.37 List the interventions prescribed for the patient in acute congestive heart failure.



- 38.38 Describe the most commonly used pharmacological agents in the management of congestive heart failure in terms of therapeutic effect, dosages, routes of administration, side effects and toxic effects.
  - 38.39 Define the term "cardiac tamponade".
  - 38.40 Identify the paramedic responsibilities associated with management of a patient with cardiac tamponade.
  - 38.41 Define the term "hypertensive emergency".
  - 38.42 Describe the clinical features of the patient in a hypertensive emergency.
  - 38.43 Identify the drugs of choice for hypertensive emergencies, rationale for use, clinical precautions and disadvantages of selected antihypertensive agents.
  - 38.44 Define the term "cardiogenic shock".
  - 38.45 Describe the most commonly used pharmacological agents in the management of cardiogenic shock in terms of therapeutic effects, dosages, routes of administration, side effects and toxic effects.
  - 38.46 Define the term "cardiac arrest".
  - 38.47 Describe the arrhythmias seen in cardiac arrest.
  - 38.48 Define the terms defibrillation and synchronized cardioversion.
  - 38.49 Describe the most commonly used pharmacological agents in the management of cardiac arrest in terms of therapeutic effects.
  - 38.50 Identify the major factors involved in the pathophysiology of aortic aneurysm.
  - 38.51 Recognize and describe the signs and symptoms of dissecting thoracic or abdominal aneurysm.
  - 38.52 Differentiate between signs and symptoms of cardiac tamponade, hypertensive emergencies, cardiogenic shock, and cardiac arrest.
  - 38.53 Develop, execute, and evaluate a treatment plan based on field impression for the patient in need of a pacemaker.
  - 38.54 Develop, execute and evaluate a treatment plan based on the field impression for the patient with chest pain.
  - 38.55 Develop, execute and evaluate a treatment plan based on the field impression for the suspected myocardial infarction patient.
  - 38.56 Develop, execute and evaluate a treatment plan based on the field impression for the heart failure patient.
  - 38.57 Develop, execute and evaluate a treatment plan based on the field impression for the patient with cardiac tamponade.
  - 38.58 Develop, execute and evaluate a treatment plan based on the field impression for the patient with a hypertensive emergency.
  - 38.59 Develop, execute and evaluate a treatment plan based on the field impression for the patient with cardiogenic shock.
  - 38.60 Demonstrate a working knowledge of various ECG lead systems.
  - 38.61 Set up and apply a transcutaneous pacing system.
  - 38.62 Demonstrate satisfactory performance of psychomotor skills of basic and advanced life support techniques according to the current American Heart Association Guidelines or its equivalent, including: cardiopulmonary resuscitation, defibrillation, synchronized cardioversion, and transcutaneous pacing.
  - 38.63 As per online or offline medical control eliminate resuscitation efforts.
- 39.0 Implement the proper treatment plan for a patient with a suspected neurologic problem—  
At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression

and implement the treatment plan for the patient with a neurological problem. At the completion of this unit, the paramedic student will be able to:

- 39.01 Identify the risk factors most predisposing to the nervous system.
  - 39.02 Discuss the anatomy and physiology of the organs and structures related to nervous system.
  - 39.03 Discuss the assessment findings associated with non-traumatic neurologic emergencies.
  - 39.04 Discuss the management of non-traumatic neurological emergencies.
  - 39.05 Discuss the pathophysiology of coma and altered mental status.
  - 39.06 Discuss the management/treatment plan of coma and altered mental status.
  - 39.07 Describe and differentiate the major types of seizures.
  - 39.08 Discuss the assessment findings associated with syncope.
  - 39.09 Discuss the management/treatment plan of syncope.
  - 39.10 Describe the types of stroke and intracranial hemorrhage.
  - 39.11 Discuss the assessment findings associated with stroke and intracranial hemorrhage.
  - 39.12 Discuss the management/treatment plan of stroke and intracranial hemorrhage.
  - 39.13 Discuss the assessment findings associated with transient ischemic attack.
  - 39.14 Discuss the management/treatment plan of transient ischemic attack.
  - 39.15 Discuss the assessment findings associated with degenerative neurological diseases.
  - 39.16 Discuss the management/treatment plan of degenerative neurological diseases.
  - 39.17 Differentiate among the various treatment and pharmacological interventions used in the management of degenerative neurological diseases.
  - 39.18 Perform an appropriate assessment of a patient with coma or altered mental status.
  - 39.19 Perform a complete neurological examination as part of the comprehensive physical examination of a patient with coma or altered mental status.
  - 39.20 Appropriately manage a patient with coma or altered mental status, including the administration of oxygen, oral glucose, 50% dextrose and narcotic reversal agents.
  - 39.21 Perform an appropriate assessment of a patient with syncope.
  - 39.22 Appropriately manage a patient with syncope.
  - 39.23 Appropriately manage a patient with seizures, including the administration of diazepam or lorazepam.
  - 39.24 Perform an appropriate assessment of a patient with stroke and intracranial hemorrhage or TIA.
  - 39.25 Appropriately manage a patient with stroke and intracranial hemorrhage or TIA.
- 40.0 Implement the proper treatment plan for a patient with a suspected endocrine problem–  
At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an endocrine problem. At the completion of this unit, the paramedic student will be able to:
- 40.01 Identify the risk factors most predisposing to endocrinologic disease.
  - 40.02 Discuss the anatomy and physiology of organs and structures related to endocrinologic diseases.
  - 40.03 Discuss the general assessment findings associated with endocrinologic emergencies.

- 40.04 Discuss the management of endocrinologic emergencies.
  - 40.05 Discuss the management of diabetic emergencies.
  - 40.06 Differentiate between the pathophysiology of normal glucose metabolism and diabetic glucose metabolism.
  - 40.07 Describe the mechanism of ketone body formation and its relationship to ketoacidosis.
  - 40.08 Recognize the signs and symptoms of the patient with hypoglycemia.
  - 40.09 Describe the compensatory mechanisms utilized by the body to promote homeostasis relative to hypoglycemia.
  - 40.10 Describe the management of a responsive hypoglycemic patient.
  - 40.11 Correlate abnormal findings in assessment with clinical significance in the patient with hypoglycemia.
  - 40.12 Recognize the signs and symptoms of the patient with hyperglycemia.
  - 40.13 Describe the management of hyperglycemia.
  - 40.14 Discuss the pathophysiology of diabetic ketoacidosis.
  - 40.15 Recognize the signs and symptoms of the patient with diabetic ketoacidosis.
  - 40.16 Describe the management of diabetic ketoacidosis.
  - 40.17 Discuss the pathophysiology of Cushing's syndrome.
  - 40.18 Recognize signs and symptoms of the patient with Cushing's syndrome.
  - 40.19 Describe the management of Cushing's syndrome.
  - 40.20 Discuss the pathophysiology of adrenal Insufficiency.
  - 40.21 Recognize signs and symptoms of the patient with adrenal insufficiency.
  - 40.22 Describe the management of adrenal insufficiency.
  - 40.23 Develop a patient management plan based on field impression in the patient with an endocrinologic emergency.
- 41.0 Implement the proper treatment plan for a patient with a suspected allergic or anaphylactic reaction—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an allergic or anaphylactic reaction. At the completion of this unit, the paramedic student will be able to:
- 41.01 Define allergic reaction.
  - 41.02 Define anaphylaxis.
  - 41.03 Discuss the anatomy and physiology of the organs and structures related to anaphylaxis.
  - 41.04 Describe the prevention of anaphylaxis and appropriate patient education.
  - 41.05 Discuss the pathophysiology of allergy and anaphylaxis.
  - 41.06 Describe the common methods of entry of substances into the body.
  - 41.07 Define antigens and antibodies.
  - 41.08 List common antigens most frequently associated with anaphylaxis.
  - 41.09 Describe physical manifestations in anaphylaxis.
  - 41.10 Differentiate manifestations of an allergic reaction from anaphylaxis.
  - 41.11 Recognize the signs and symptoms related to anaphylaxis.
  - 41.12 Differentiate among the various treatment and pharmacological interventions used in the management of anaphylaxis.
  - 41.13 Develop a treatment plan based on field impression in the patient with allergic reaction and anaphylaxis.

- 42.0 Implement the proper treatment plan for a patient with a suspected gastroenterologic problem—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with a gastroenterologic problem. At the conclusion of this unit, the paramedic student will be able to:
- 42.01 Discuss the anatomy and physiology of the organs and structures related to gastrointestinal diseases.
  - 42.02 Discuss the pathophysiology of inflammation and its relationship to acute abdominal pain.
  - 42.03 Differentiate between hemorrhagic and non-hemorrhagic abdominal pain.
  - 42.04 Discuss the signs and symptoms of peritoneal inflammation relative to acute abdominal pain.
  - 42.05 Describe the questioning technique and specific questions the paramedic should ask when gathering a focused history in a patient with abdominal pain.
  - 42.06 Describe the technique for performing a comprehensive physical examination on a patient complaining of abdominal pain.
  - 42.07 Define upper gastrointestinal bleeding.
  - 42.08 Recognize the signs and symptoms related to upper gastrointestinal bleeding.
  - 42.09 Describe the management for upper gastrointestinal bleeding.
  - 42.10 Recognize the signs and symptoms related to lower gastrointestinal bleeding.
  - 42.11 Describe the management for lower gastrointestinal bleeding.
  - 42.12 Define acute gastroenteritis.
  - 42.13 Recognize the signs and symptoms related to acute gastroenteritis.
  - 42.14 Describe the management for acute gastroenteritis.
  - 42.15 Recognize the signs and symptoms related to colitis.
  - 42.16 Describe the management for colitis.
  - 42.17 Recognize the signs and symptoms related to gastroenteritis.
  - 42.18 Describe the management for gastroenteritis.
  - 42.19 Recognize the signs and symptoms related to diverticulitis.
  - 42.20 Describe the management for diverticulitis.
  - 42.21 Recognize the signs and symptoms related to appendicitis.
  - 42.22 Describe the management for appendicitis.
  - 42.23 Recognize the signs and symptoms related to peptic ulcer disease.
  - 42.24 Describe the management for peptic ulcer disease.
  - 42.25 Recognize the signs and symptoms related to bowel obstruction.
  - 42.26 Describe the management for bowel obstruction.
  - 42.27 Recognize the signs and symptoms related to Crohn's disease.
  - 42.28 Describe the management for Crohn's disease.
  - 42.29 Recognize the signs and symptoms related to pancreatitis.
  - 42.30 Describe the management for pancreatitis.
  - 42.31 Recognize the signs and symptoms related to esophageal varices.
  - 42.32 Describe the management for esophageal varices.
  - 42.33 Recognize the signs and symptoms related to hemorrhoids.
  - 42.34 Describe the management for hemorrhoids.
  - 42.35 Recognize the signs and symptoms related to cholecystitis.
  - 42.36 Describe the management for cholecystitis.
  - 42.37 Recognize the signs and symptoms related to acute hepatitis.
  - 42.38 Describe the management for acute hepatitis.
  - 42.39 Differentiate between gastrointestinal emergencies based on assessment findings.

- 42.40 Correlate abnormal findings in the assessment with the clinical significance in the patient with abdominal pain.
- 42.41 Develop a patient management plan based on field impression in the patient with abdominal pain.
  
- 43.0 Implement the proper treatment plan for a patient with a suspected renal or urologic problem—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with a renal or urologic problem. At the conclusion of this unit, the paramedic student will be able to:
  - 43.01 Describe the incidence, morbidity, mortality, and risk factors predisposing to urological emergencies.
  - 43.02 Discuss the anatomy and physiology of the organs and structures related to urogenital diseases.
  - 43.03 Define referred pain and visceral pain as it relates to urology.
  - 43.04 Describe the technique for performing a comprehensive physical examination of a patient complaining of abdominal pain.
  - 43.05 Discuss the pathophysiology of acute renal failure.
  - 43.06 Recognize the signs and symptoms related to acute renal failure.
  - 43.07 Describe the management for acute renal failure.
  - 43.08 Define chronic renal failure.
  - 43.09 Define renal dialysis.
  - 43.10 Discuss the common complication of renal dialysis.
  - 43.11 Discuss the pathophysiology of renal calculi.
  - 43.12 Recognize the signs and symptoms related to renal calculi.
  - 43.13 Describe the management for renal calculi.
  - 43.14 Discuss the pathophysiology of urinary tract infection.
  - 43.15 Recognize the signs and symptoms related to urinary tract infection.
  - 43.16 Describe the management for a urinary tract infection.
  - 43.17 Apply the epidemiology to develop prevention strategies for urological emergencies.
  - 43.18 Integrate pathophysiological principles to the assessment of a patient with abdominal pain.
  - 43.19 Synthesize assessment findings and patient history information to accurately differentiate between pain of a urogenital emergency and that of other origins.
  - 43.20 Develop, execute, and evaluate a treatment plan based on the field impression made in the assessment.
  
- 44.0 Implement the proper treatment plan for a patient with a suspected toxic exposure—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a toxic exposure. At the completion of this unit, the paramedic student will be able to:
  - 44.01 Describe the incidence, morbidity and mortality of toxic emergencies.
  - 44.02 Identify the risk factors most predisposing to toxic emergencies.
  - 44.03 Describe the routes of entry of toxic substances into the body.
  - 44.04 Discuss the role of the Poison Control Center in the United States.
  - 44.05 Discuss the assessment findings associated with various toxidromes.
  - 44.06 Discuss the management of toxic substances.

- 44.07 List the most common poisonings by ingestion.
- 44.08 Recognize the signs and symptoms related to the most common poisonings by ingestion.
- 44.09 Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by ingestion.
- 44.10 Discuss the factors affecting the decision to induce vomiting in a patient with ingested poison.
- 44.11 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by ingestion.
- 44.12 Define poisoning by inhalation.
- 44.13 List the most common poisonings by inhalation.
- 44.14 Describe the pathophysiology of poisoning by inhalation.
- 44.15 Recognize the signs and symptoms related to the most common poisonings by inhalation.
- 44.16 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by inhalation.
- 44.17 Define poisoning by injection.
- 44.18 List the most common poisonings by injection.
- 44.19 Recognize the signs and symptoms related to the most common poisonings by injection.
- 44.20 Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by injection.
- 44.21 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by injection.
- 44.22 Define poisoning by surface absorption.
- 44.23 List the most common poisonings by surface absorption.
- 44.24 Describe the pathophysiology of poisoning by surface absorption.
- 44.25 Recognize the signs and symptoms related to the most common poisonings by surface absorption.
- 44.26 Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by surface absorption.
- 44.27 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for patients with the most common poisonings by surface absorption.
- 44.28 Define poisoning by overdose.
- 44.29 List the most common poisonings by overdose.
- 44.30 Describe the pathophysiology of poisoning by overdose.
- 44.31 Recognize the signs and symptoms related to the most common poisonings by overdose.
- 44.32 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for patients with the most common poisonings by overdose.
- 44.33 Define drug abuse.
- 44.34 Define the following terms: Substance or drug abuse, Substance or drug dependence, Tolerance, Withdrawal, Addiction.
- 44.35 List the most commonly abused drugs (both by chemical name and street names).
- 44.36 Describe the pathophysiology of commonly used drugs.

- 44.37 Recognize the signs and symptoms related to the most commonly abused drugs.
  - 44.38 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for patients using the most commonly abused drugs.
  - 44.39 List the clinical uses, street names, pharmacology, assessment finding and management for patient who have taken the following drugs or been exposed to the following substances: Cocaine, marijuana and cannabis compounds, Amphetamines and amphetamine-like drugs, Barbiturates, Sedative-hypnotics, Cyanide, Narcotics/opiates, cardiac medications, Caustics, common household substances, Drugs abused for sexual purposes/sexual gratification, Carbon monoxide, Alcohols, Hydrocarbons, Psychiatric medications, Newer anti-depressants and serotonin syndromes, Lithium, MAO inhibitors, Non-prescription pain medications, Nonsteroidal anti-inflammatory agents, Salicylates, Acetaminophen, Theophylline, Metals, Plants and mushrooms.
  - 44.40 Discuss common causative agents, pharmacology, assessment findings and management for a patient with food poisoning.
  - 44.41 Discuss common offending organisms, pharmacology, assessment findings and management for a patient with a bite or sting.
  - 44.42 Develop a patient management plan based on field impression in the patient exposed to a toxic substance.
- 45.0 Implement the proper treatment plan for a patient with a suspected hematopoietic patient—At the completion of this unit, the paramedic student will be able to integrate the pathophysiological principles of the hematopoietic system to formulate a field impression and implement a treatment plan. At the completion to this unit, the paramedic student will be able to:
- 45.01 Identify the anatomy of the hematopoietic system.
  - 45.02 Describe volume and volume-control related to the hematopoietic system.
  - 45.03 Describe normal red blood cell (RBC) production, function and destruction.
  - 45.04 Explain the significance of the hematocrit with respect to red cell size and number.
  - 45.05 Explain the correlation of the RBC count, hematocrit and hemoglobin values.
  - 45.06 Define anemia.
  - 45.07 Describe normal white blood cell (WBC) production, function and destruction.
  - 45.08 Identify alterations in immunologic response.
  - 45.09 List the leukocyte disorders.
  - 45.10 Describe platelets with respect to normal function, life span and numbers.
  - 45.11 Describe the components of the hemostatic mechanism.
  - 45.12 Describe the function of coagulation factors, platelets and blood vessels necessary for normal coagulation.
  - 45.13 Identify blood groups.
  - 45.14 Identify the components of physical assessment as they relate to the hematologic system.
  - 45.15 Describe the pathology and clinical manifestations and prognosis associated with Anemia, Leukemia, Lymphomas, Polycythemia, Disseminated intravascular coagulopathy Hemophilia, Sickle cell disease, Multiple myeloma
  - 45.16 Integrate pathophysiological principles into the assessment of a patient with hematologic disease.
  - 45.17 Perform an assessment of the patient with hematologic disorder.

- 46.0 Implement the proper treatment plan for a patient with a suspected environmental problem—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with an environmentally induced or exacerbated medical or traumatic condition. At the completion of this unit, the paramedic student will be able to:
- 46.01 Define "environmental emergency."
  - 46.02 Identify environmental factors that may cause illness or exacerbate a preexisting illness.
  - 46.03 Identify environmental factors that may complicate treatment or transport decisions.
  - 46.04 List the principal types of environmental illnesses.
  - 46.05 Describe several methods of temperature monitoring.
  - 46.06 Identify the components of the body's thermoregulatory mechanism.
  - 46.07 Describe the general process of thermal regulation, including substances used and wastes generated.
  - 46.08 Describe the body's compensatory process for over heating.
  - 46.09 Describe the body's compensatory process for excess heat loss.
  - 46.10 List the common forms of heat and cold disorders.
  - 46.11 Integrate the pathophysiological principles and complicating factors common to environmental emergencies and discuss differentiating features between emergent and urgent presentations.
  - 46.12 Relate symptomatic findings to the commonly used terms: heat cramps, heat exhaustion, and heatstroke.
  - 46.13 Describe the contribution of dehydration to the development of heat disorders.
  - 46.14 Describe the differences between classical and exertional heatstroke.
  - 46.15 Define fever and discuss its pathophysiologic mechanism.
  - 46.16 Discuss the role of fluid therapy in the treatment of heat disorders.
  - 46.17 Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient who has dehydration, heat exhaustion, or heatstroke.
  - 46.18 Describe the pathophysiology of hypothermia.
  - 46.19 Identify differences between mild and severe hypothermia.
  - 46.20 Describe differences between chronic and acute hypothermia.
  - 46.21 List signs and symptoms of hypothermia.
  - 46.22 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient who has either mild or severe hypothermia.
  - 46.23 Define frostbite.
  - 46.24 Define superficial frostbite (frostnip).
  - 46.25 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with superficial or deep frostbite.
  - 46.26 Define submersion
  - 46.27 List signs and symptoms of submersion
  - 46.28 Describe the lack of significance of fresh versus saltwater immersion, as it relates to submersion
  - 46.29 Discuss the incidence of "wet" versus "dry" drownings and the differences in their management.



- 46.30 Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the submersion patient.
  - 46.31 Define self contained underwater breathing apparatus (SCUBA).
  - 46.32 Describe the pathophysiology of diving emergencies.
  - 46.33 Define decompression illness (DCI).
  - 46.34 Identify the various conditions that may result from pulmonary over-pressure accidents.
  - 46.35 List signs and symptoms of diving emergencies.
  - 46.36 Describe the function of the Divers Alert Network (DAN) and how its members may aid in the management of diving related illnesses.
  - 46.37 Differentiate among the various treatments and interventions for the management of diving accidents.
  - 46.38 Describe the specific function and benefit of hyperbaric oxygen therapy for the management of diving accidents.
  - 46.39 Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a management plan for the patient who has had a diving accident.
  - 46.40 Develop a patient management plan based on the field impression of the patient affected by an environmental emergency.
- 47.0 Implement the proper treatment plan for a patient with a suspected infectious and/or communicable disease—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a management plan for the patient with infectious and communicable diseases. At the completion of this unit, the paramedic student will be able to:
- 47.01 Review the specific anatomy and physiology pertinent to infectious and communicable diseases.
  - 47.02 List and describe the steps of an infectious process.
  - 47.03 List and describe infectious agents, including bacteria, viruses, fungi, protozoans, and helminths (worms).
  - 47.04 Describe host defense mechanisms against infection.
  - 47.05 Describe characteristics of the immune system, including the categories of white blood cells, the reticuloendothelial system (RES), and the complement system.
  - 47.06 Describe and discuss the rationale for the various types of PPE.
  - 47.07 Describe the assessment of a patient suspected of, or identified as having, an infectious/communicable disease.
  - 47.08 Discuss the proper disposal of contaminated supplies (sharps, gauze sponges, tourniquets, etc.).
  - 47.09 Discuss disinfection of patient care equipment, and areas in which care of the patient occurred.
  - 47.10 Discuss the following relative to HIV - causative agent, body systems affected and potential secondary complications, modes of transmission, the seroconversion rate after direct significant exposure, susceptibility and resistance, signs and symptoms, specific patient management and personal protective measures, and immunization.
  - 47.11 Discuss Hepatitis A (infectious hepatitis), including the causative agent, body systems affected and potential secondary complications, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.

- 47.12 Discuss Hepatitis B (serum hepatitis), including the causative agent, the organ affected and potential secondary complications, routes of transmission, signs and symptoms, patient management and protective measures, and immunization.
- 47.13 Discuss Hepatitis C, including the causative agent, the organ affected, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
- 47.14 Discuss Hepatitis D (Hepatitis delta virus), including the causative agent, the organ affected, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
- 47.15 Discuss Hepatitis E, including the causative agent, the organ affected, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
- 47.16 Discuss tuberculosis, including the causative agent, body systems affected and secondary complications, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
- 47.17 Discuss meningococcal meningitis (spinal meningitis), including causative organisms, tissues affected, modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
- 47.18 Discuss pneumonia, including causative organisms, body systems affected, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 47.19 Discuss tetanus, including the causative organism, the body system affected, modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 47.20 Discuss chickenpox, including the causative organism, the body system affected, mode of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
- 47.21 Discuss mumps, including the causative organism, the body organs and systems affected, mode of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 47.22 Discuss rubella (German measles), including the causative agent, the body tissues and systems affected, modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 47.23 Discuss measles (rubeola, hard measles), including the causative organism, the body tissues, organs, and systems affected, mode of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 47.24 Discuss influenza, including causative organisms, the body system affected, mode of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 47.25 Discuss mononucleosis, including the causative organisms, the body regions, organs, and systems affected modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 47.26 Discuss the characteristics of, and organisms associated with, febrile and afebrile respiratory disease, to include bronchiolitis, bronchitis, laryngitis, croup, epiglottitis, and the common cold.

- 47.27 Discuss gastroenteritis, including the causative organisms, the body system affected, modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
  - 47.28 Consistently demonstrate the use of body substance isolation.
  - 47.29 Demonstrate the ability to comply with body substance isolation guidelines.
  - 47.30 Perform an assessment of a patient with an infectious/communicable disease.
  - 47.31 Effectively and safely manage a patient with an infectious/communicable disease, including airway and ventilation care, support of circulation, pharmacological intervention, transport considerations, psychological support/communication strategies, and other considerations as mandated by local protocol.
- 48.0 Implement the proper treatment plan for a patient with a suspected behavioral emergency—At the end of this unit, the paramedic student will be able to describe and demonstrate safe, empathetic competence in caring for patients with behavioral emergencies. At the completion of this unit, the paramedic student will be able to:
- 48.01 Define behavior and distinguish between normal and abnormal behavior.
  - 48.02 Discuss the prevalence of behavior and psychiatric disorders.
  - 48.03 Discuss the factors that may alter the behavior or emotional status of an ill or injured individual.
  - 48.04 Describe the medical legal considerations for management of emotionally disturbed patients.
  - 48.05 Discuss the pathophysiology of behavioral and psychiatric disorders.
  - 48.06 Define the following terms: Affect, Anger, Anxiety, Confusion, Depression, Fear, Mental status, Open-ended questions, Posture.
  - 48.07 Describe the verbal techniques useful in managing the emotionally disturbed patient.
  - 48.08 Describe the circumstances when relatives, bystanders and others should be removed from the scene.
  - 48.09 Describe the techniques that facilitate the systematic gathering of information from the disturbed patient.
  - 48.10 Identify techniques for physical assessment in a patient with behavioral problems.
  - 48.11 Describe methods of restraint that may be necessary in managing the emotionally disturbed patient.
  - 48.12 List the risk factors for suicide.
  - 48.13 List the behaviors that may be seen indicating that patient may be at risk for suicide.
  - 48.14 Differentiate between the various behavioral and psychiatric disorders based on the assessment and history.
  - 48.15 Develop a patient management plan based on the field impressions.
  - 48.16 Demonstrate safe techniques for managing and restraining a violent patient.
- 49.0 Implement the proper treatment plan for a patient with a suspected gynecological emergency—At the end of this unit, the paramedic student will be able to utilize gynecological principles and assessment findings to formulate a field impression and implement the management plan for the patient experiencing a gynecological emergency. At the completion of this unit, the paramedic student will be able to:

- 49.01 Review the anatomic structures and physiology of the female reproductive system.
- 49.02 Identify the normal events of the menstrual cycle.
- 49.03 Describe how to assess a patient with a gynecological complaint.
- 49.04 Explain how to recognize a gynecological emergency.
- 49.05 Describe the general care for any patient experiencing a gynecological emergency.
- 49.06 Describe the pathophysiology, assessment, and management of specific gynecological emergencies.
- 49.07 Value the importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
- 49.08 Defend the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
- 49.09 Serve as a role model for other EMS providers when discussing or caring for patients with gynecological emergencies.
- 49.10 Demonstrate how to assess a patient with a gynecological complaint.
- 49.11 Demonstrate how to provide care for a patient with: excessive vaginal bleeding, abdominal pain, sexual assault.

50.0 Implement the proper treatment plan for a patient with a suspected obstetrical emergency—At the completion of this unit, the paramedic student will be able to apply an understanding of the anatomy and physiology of the female reproductive system to the assessment and management of a patient experiencing normal or abnormal labor. At the completion of this unit, the paramedic student will be able to:

- 50.01 Review the anatomic structures and physiology of the reproductive system.
- 50.02 Identify the normal events of pregnancy.
- 50.03 Describe how to assess an obstetrical patient.
- 50.04 Identify the stages of labor and the paramedic's role in each stage.
- 50.05 Differentiate between normal and abnormal delivery.
- 50.06 Identify and describe complications associated with pregnancy and delivery.
- 50.07 State indications of an imminent delivery.
- 50.08 Differentiate the management of a patient with predelivery emergencies from a normal delivery.
- 50.09 State the steps in the predelivery preparation of the mother.
- 50.10 State the steps to assist in the delivery of a newborn.
- 50.11 Describe how to care for the newborn.
- 50.12 Describe how and when to cut the umbilical cord.
- 50.13 Discuss the steps in the delivery of the placenta.
- 50.14 Describe the management of the mother post-delivery.
- 50.15 Describe the procedures for handling abnormal deliveries.
- 50.16 Describe the procedures for handling complications of pregnancy.
- 50.17 Describe the procedures for handling maternal complications of labor.
- 50.18 Describe special considerations when meconium is present in amniotic fluid or during delivery.
- 50.19 Describe special considerations of a premature baby.
- 50.20 Demonstrate how to assess an obstetric patient.
- 50.21 Demonstrate how to provide care for a patient with: excessive vaginal bleeding, abdominal pain, hypertensive crisis.
- 50.22 Demonstrate how to prepare the obstetric patient for delivery.
- 50.23 Demonstrate how to assist in the normal cephalic delivery of the fetus.

- 50.24 Demonstrate how to deliver the placenta.
  - 50.25 Demonstrate how to provide post-delivery care of the mother.
  - 50.26 Demonstrate how to assist with abnormal deliveries.
  - 50.27 Demonstrate how to care for the mother with delivery complications.
- 51.0 Implement the proper treatment plan for a neonatal emergency—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for a neonatal patient. At the completion of this unit, the paramedic student will be able to:
- 51.01 Define the term neonate.
  - 51.02 Identify important antepartum factors that can affect childbirth.
  - 51.03 Identify important intrapartum factors that can term the newborn high risk.
  - 51.04 Identify the factors that lead to premature birth and low birth weight newborns.
  - 51.05 Discuss pulmonary perfusion and asphyxia.
  - 51.06 Calculate the APGAR score given various newborn situations.
  - 51.07 Determine when ventilatory assistance is appropriate for a newborn.
  - 51.08 Prepare appropriate ventilation equipment, adjuncts and technique for a newborn.
  - 51.09 Determine when chest compressions are appropriate for a newborn.
  - 51.10 Discuss appropriate chest compression techniques for a newborn.
  - 51.11 Determine when endotracheal intubation is appropriate for a newborn.
  - 51.12 Discuss appropriate endotracheal intubation techniques for a newborn.
  - 51.13 Identify complications related to endotracheal intubation for a newborn.
  - 51.14 Determine when vascular access is indicated for a newborn.
  - 51.15 Discuss the routes of medication administration for a newborn.
  - 51.16 Determine when blow-by oxygen delivery is appropriate for a newborn.
  - 51.17 Determine when an orogastric tube should be inserted during positive-pressure ventilation.
  - 51.18 Discuss the signs of hypovolemia in a newborn.
  - 51.19 Discuss the initial steps in resuscitation of a newborn.
  - 51.20 Discuss the effects maternal narcotic usage has on the newborn.
  - 51.21 Discuss appropriate transport guidelines for a newborn.
  - 51.22 Determine appropriate receiving facilities for low and high risk newborns.
  - 51.23 Describe the epidemiology, including the incidence, morbidity/mortality, risk factors and prevention strategies for meconium aspiration.
  - 51.24 Discuss the management/treatment plan for meconium aspiration.
  - 51.25 Discuss the pathophysiology of apnea in the neonate.
  - 51.26 Discuss the assessment findings associated with apnea in the neonate.
  - 51.27 Discuss the management/treatment plan for apnea in the neonate.
  - 51.28 Describe the epidemiology, including the incidence, morbidity/mortality and risk factors for bradycardia in the neonate.
  - 51.29 Discuss the assessment findings associated with bradycardia in the neonate.
  - 51.30 Discuss the management/treatment plan for bradycardia in the neonate.
  - 51.31 Discuss the pathophysiology of premature infants.
  - 51.32 Discuss the assessment findings associated with premature infants.
  - 51.33 Discuss the management/treatment plan for premature infants.
  - 51.34 Discuss the pathophysiology of respiratory distress/cyanosis in the neonate.
  - 51.35 Discuss the assessment findings associated with respiratory distress/cyanosis in the neonate.

- 51.36 Discuss the management/treatment plan for respiratory distress/cyanosis in the neonate.
  - 51.37 Discuss the pathophysiology of seizures in the neonate.
  - 51.38 Discuss the assessment findings associated with seizures in the neonate.
  - 51.39 Discuss the management/treatment plan for seizures in the neonate.
  - 51.40 Discuss the pathophysiology of fever in the neonate.
  - 51.41 Discuss the assessment findings associated with fever in the neonate.
  - 51.42 Discuss the management/treatment plan for fever in the neonate.
  - 51.43 Discuss the pathophysiology of hypothermia in the neonate.
  - 51.44 Discuss the assessment findings associated with hypothermia in the neonate.
  - 51.45 Discuss the management/treatment plan for hypothermia in the neonate.
  - 51.46 Discuss the pathophysiology of hypoglycemia in the neonate.
  - 51.47 Discuss the assessment findings associated with hypoglycemia in the neonate.
  - 51.48 Discuss the management/treatment plan for hypoglycemia in the neonate.
  - 51.49 Discuss the pathophysiology of vomiting in the neonate.
  - 51.50 Discuss the assessment findings associated with vomiting in the neonate.
  - 51.51 Discuss the management/treatment plan for vomiting in the neonate.
  - 51.52 Discuss the pathophysiology of common birth injuries in the neonate.
  - 51.53 Discuss the assessment findings associated with common birth injuries in the neonate.
  - 51.54 Discuss the management/treatment plan for common birth injuries in the neonate.
  - 51.55 Discuss the pathophysiology of cardiac arrest in the neonate.
  - 51.56 Discuss the assessment findings associated with cardiac arrest in the neonate.
  - 51.57 Discuss the management/treatment plan for cardiac arrest in the neonate.
  - 51.58 Discuss the pathophysiology of post arrest management of the neonate.
  - 51.59 Discuss the management/treatment plan to stabilize the post arrest neonate.
  - 51.60 Demonstrate preparation of a newborn resuscitation area.
  - 51.61 Demonstrate appropriate assessment technique for examining a newborn.
  - 51.62 Demonstrate appropriate assisted ventilations for a newborn.
  - 51.63 Demonstrate appropriate endotracheal intubation technique for a newborn.
  - 51.64 Demonstrate appropriate chest compression and ventilation technique for a newborn.
  - 51.65 Demonstrate vascular access cannulation techniques for a newborn except umbilical vein/artery access.
  - 51.66 Demonstrate the initial steps in resuscitation of a newborn.
  - 51.67 Demonstrate blow-by oxygen delivery for a newborn.
- 52.0 Implement the proper treatment plan for the pediatric patient—At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the pediatric patient. At the completion of this unit, the paramedic student will be able to:
- 52.01 Identify key growth and developmental characteristics of infants and children and their implications.
  - 52.02 Identify key anatomical and physiological characteristics of infants and children and their implications.
  - 52.03 Describe techniques for successful assessment of infants and children.
  - 52.04 Describe techniques for successful treatment of infants and children.
  - 52.05 Outline differences in adult and childhood anatomy and physiology.
  - 52.06 Identify "normal" age group related vital signs.

- 52.07 Determine appropriate airway adjuncts for infants and children.
- 52.08 Discuss complications of improper utilization of airway adjuncts with infants and children.
- 52.09 Discuss appropriate ventilation devices for infants and children.
- 52.10 Discuss complications of improper utilization of ventilation devices with infants and children.
- 52.11 Identify complications of improper endotracheal intubation procedure in infants and children.
- 52.12 List the indications and methods for gastric decompression for infants and children.
- 52.13 Differentiate between upper airway obstruction and lower airway disease.
- 52.14 Describe the general approach to the treatment of children with respiratory distress, failure, or arrest from upper airway obstruction or lower airway disease.
- 52.15 Discuss the common causes of hypoperfusion in infants and children.
- 52.16 Identify the major classifications of pediatric cardiac rhythms.
- 52.17 Discuss the primary etiologies of cardiopulmonary arrest in infants and children.
- 52.18 Discuss the appropriate equipment for vascular access in infants and children.
- 52.19 Identify complications of vascular access for infants and children.
- 52.20 Describe the primary etiologies of altered level of consciousness in infants and children.
- 52.21 Identify common lethal mechanisms of injury in infants and children.
- 52.22 Identify infant and child trauma patients who require spinal immobilization.
- 52.23 Discuss fluid management and shock treatment for infant and child trauma patient.
- 52.24 Determine when pain management and sedation are appropriate for infants and children.
- 52.25 Define child abuse.
- 52.26 Define child neglect.
- 52.27 Define sudden infant death syndrome (SIDS).
- 52.28 Discuss the parent/caregiver responses to the death of an infant or child.
- 52.29 Define children with special health care needs.
- 52.30 Discuss basic cardiac life support (CPR) guidelines for infants and children.
- 52.31 Integrate advanced life support skills with basic cardiac life support for infants and children.
- 52.32 Discuss the indications, dosage, route of administration and special considerations for medication administration in infants and children.
- 52.33 Discuss the pathophysiology of respiratory distress/failure in infants and children.
- 52.34 Discuss the assessment findings associated with respiratory distress/failure in infants and children.
- 52.35 Discuss the management/treatment plan for respiratory distress/failure in infants and children.
- 52.36 Discuss the pathophysiology of hypoperfusion in infants and children.
- 52.37 Discuss the assessment findings associated with hypoperfusion in infants and children.
- 52.38 Discuss the management/treatment plan for hypoperfusion in infants and children.
- 52.39 Discuss the pathophysiology of cardiac dysrhythmias in infants and children.
- 52.40 Discuss the assessment findings associated with cardiac dysrhythmias in infants and children.
- 52.41 Discuss the management/treatment plan for cardiac dysrhythmias in infants and children.

- 52.42 Discuss the pathophysiology of neurological emergencies in infants and children.
- 52.43 Discuss the assessment findings associated with neurological emergencies in infants and children.
- 52.44 Discuss the management/treatment plan for neurological emergencies in infants and children.
- 52.45 Discuss the pathophysiology of trauma in infants and children.
- 52.46 Discuss the assessment findings associated with trauma in infants and children.
- 52.47 Discuss the management/treatment plan for trauma in infants and children.
- 52.48 Discuss the pathophysiology of abuse and neglect in infants and children.
- 52.49 Discuss the assessment findings associated with abuse and neglect in infants and children.
- 52.50 Discuss the management/treatment plan for abuse and neglect in infants and children, including documentation and reporting.
- 52.51 Discuss the pathophysiology of children with special health care needs including technology assisted children.
- 52.52 Discuss the assessment findings associated for children with special health care needs including technology assisted children.
- 52.53 Discuss the management/treatment plan for children with special health care needs including technology assisted children.
- 52.54 Discuss the pathophysiology of SIDS in infants.
- 52.55 Discuss the assessment findings associated with SIDS infants.
- 52.56 Discuss the management/treatment plan for SIDS in infants.
- 52.57 Demonstrate the appropriate approach for treating infants and children.
- 52.58 Demonstrate appropriate intervention techniques with families of acutely ill or injured infants and children.
- 52.59 Demonstrate an appropriate assessment for different developmental age groups.
- 52.60 Demonstrate an appropriate technique for measuring pediatric vital signs.
- 52.61 Demonstrate the use of a length-based resuscitation device for determining equipment sizes, drug doses and other pertinent information for a pediatric patient.
- 52.62 Demonstrate the appropriate approach for treating infants and children with respiratory distress, failure, and arrest.
- 52.63 Demonstrate proper technique for administering blow-by oxygen to infants and children.
- 52.64 Demonstrate the proper utilization of a pediatric non-rebreather oxygen mask.
- 52.65 Demonstrate proper technique for suctioning of infants and children.
- 52.66 Demonstrate appropriate use of airway adjuncts with infants and children.
- 52.67 Demonstrate appropriate use of ventilation devices for infants and children.
- 52.68 Demonstrate endotracheal intubation procedures in infants and children.
- 52.69 Demonstrate appropriate treatment/management of intubation complications for infants and children.
- 52.70 Demonstrate appropriate needle cricothyroidotomy in infants and children.
- 52.71 Demonstrate proper placement of a gastric tube in infants and children.
- 52.72 Demonstrate an appropriate technique for insertion of peripheral intravenous catheters for infants and children.
- 52.73 Demonstrate an appropriate technique for administration of intramuscular, inhalation, subcutaneous, rectal, endotracheal and oral medication for infants and children.
- 52.74 Demonstrate an appropriate technique for insertion of an intraosseous line for infants and children.



- 52.75 Demonstrate age appropriate basic airway clearing maneuvers for infants and children with a completely obstructed airway.
  - 52.76 Demonstrate proper technique for direct laryngoscopy and foreign body retrieval in infants and children with a completely obstructed airway.
  - 52.77 Demonstrate appropriate airway and breathing control maneuvers for infant and child trauma patients.
  - 52.78 Demonstrate appropriate immobilization techniques for infant and child trauma patients.
  - 52.79 Demonstrate treatment of infants and children with head injuries.
  - 52.80 Demonstrate appropriate treatment of infants and children with chest injuries.
  - 52.81 Demonstrate appropriate treatment of infants and children with abdominal injuries.
  - 52.82 Demonstrate appropriate treatment of infants and children with extremity injuries.
  - 52.83 Demonstrate appropriate treatment of infants and children with burns.
  - 52.84 Demonstrate appropriate parent/caregiver interviewing techniques for infant and child death situations.
  - 52.85 Demonstrate proper infant CPR.
  - 52.86 Demonstrate proper child CPR.
  - 52.87 Demonstrate proper techniques for performing infant and child defibrillation and synchronized cardioversion.
- 53.0 Implement the proper treatment plan for the geriatric patient—At the completion of this unit, the paramedic student will be able to integrate the pathophysiological principles and the assessment findings to formulate and implement a treatment plan for the geriatric patient. At the completion of this unit, the paramedic student will be able to:
- 53.01 Discuss common emotional and psychological reactions to aging to include causes and manifestations.
  - 53.02 Discuss the problems with mobility in the elderly and develop strategies to prevent falls.
  - 53.03 Discuss factors that may complicate the assessment of the elderly patient.
  - 53.04 Describe principles that should be employed when assessing and communicating with the elderly.
  - 53.05 Discuss common complaints of elderly patients.
  - 53.06 Discuss the impact of polypharmacy and medication non-compliance on patient assessment and management.
  - 53.07 Discuss medication issues of the elderly including polypharmacy, dosing errors and increased drug sensitivity.
  - 53.08 Discuss the assessment of the elderly patient with pulmonary complaints, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.
  - 53.09 Identify the need for intervention and transport of the elderly patient with pulmonary complaints.
  - 53.10 Develop a treatment and management plan of the elderly patient with pulmonary complaints, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.
  - 53.11 Discuss the assessment of the elderly patient with complaints related to the cardiovascular system, including myocardial infarction, heart failure, dysrhythmias, aneurism, and hypertension.

- 53.12 Develop a treatment and management plan of the elderly patient with cardiovascular complaints, including myocardial infarction, heart failure, dysrhythmias, aneurism and hypertension.
  - 53.13 Discuss the assessment of the elderly patient with complaints related to the nervous system, including cerebral vascular disease, delirium, dementia, Alzheimer's disease and Parkinson's disease.
  - 53.14 Develop a treatment and management plan of the elderly patient with complaints related to the nervous system, including cerebral vascular disease, delirium, dementia, Alzheimer's disease and Parkinson's disease.
  - 53.15 Describe the epidemiology for endocrine diseases in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies for patients with diabetes and thyroid diseases.
  - 53.16 Discuss the assessment of the elderly patient with complaints related to the endocrine system, including diabetes and thyroid diseases.
  - 53.17 Develop a treatment and management plan of the elderly patient with endocrine problems, including diabetes and thyroid diseases.
  - 53.18 Develop and execute a treatment and management plan of the elderly patient with gastrointestinal problems.
  - 53.19 Develop and execute a treatment and management plan of the elderly patient with toxicological problems.
  - 53.20 Discuss the management/considerations when treating an elderly patient with drug and alcohol abuse.
  - 53.21 Develop and execute a treatment and management plan of the elderly patient with environmental considerations.
  - 53.22 Develop a treatment and management plan of the elderly psychiatric patient, including depression and suicide.
  - 53.23 Discuss the assessment findings common in elderly patients with traumatic injuries, including orthopedic injuries, burns and head injuries.
  - 53.24 Discuss the management/considerations when treating an elderly patient with traumatic injuries, including orthopedic injuries, burns and head injuries.
  - 53.25 Demonstrate the ability to assess a geriatric patient.
  - 53.26 Demonstrate the ability to adjust their assessment to a geriatric patient.
- 54.0 Implement the proper treatment plan for a patient who has sustained abuse or assault–  
At the completion of this unit, the paramedic student will be able to integrate the assessment findings to formulate a field impression and implement a treatment plan for the patient who has sustained abuse or assault. At the completion of this unit, the paramedic student will be able to:
- 54.01 Discuss the incidence of abuse and assault.
  - 54.02 Describe the categories of abuse.
  - 54.03 Discuss examples of spouse abuse.
  - 54.04 Discuss examples of elder abuse.
  - 54.05 Discuss examples of child abuse.
  - 54.06 Discuss examples of sexual assault.
  - 54.07 Describe the characteristics associated with the profile of the typical abuser of a spouse.
  - 54.08 Describe the characteristics associated with the profile of the typical abuser of the elder.
  - 54.09 Describe the characteristics associated with the profile of the typical abuser of children.

- 54.10 Describe the characteristics associated with the profile of the typical assailant of sexual assault.
  - 54.11 Identify the profile of the "at-risk" spouse.
  - 54.12 Identify the profile of the "at-risk" elder.
  - 54.13 Identify the profile of the "at-risk" child.
  - 54.14 Discuss the assessment and management of the abused patient.
  - 54.15 Discuss the legal aspects associated with abuse situations.
  - 54.16 Discuss the documentation associated with abused and assaulted patient.
  - 54.17 Demonstrate the ability to assess a spouse, elder or child abused patient.
  - 54.18 Demonstrate the ability to assess a sexually assaulted patient.
- 55.0 Implement the proper treatment plan for a variety of diverse patients with a suspected emergency—At the completion of this unit the paramedic student will be able to integrate pathophysiological and psychosocial principles to adapt the assessment and treatment plan for diverse patients and those who face physical, mental, social and financial challenges. At the completion of this unit, the paramedic student will be able to:
- 55.01 Recognize the patient with a hearing impairment.
  - 55.02 Anticipate accommodations that may be needed in order to properly manage the patient with a hearing impairment.
  - 55.03 Recognize the patient with a visual impairment.
  - 55.04 Describe the various etiologies and types of speech impairments.
  - 55.05 Recognize the patient with a speech impairment.
  - 55.06 Describe paraplegia/quadriplegia.
  - 55.07 Describe the various etiologies of mental illness.
  - 55.08 Recognize the presenting signs of the various mental illnesses.
  - 55.09 Recognize the patient with a developmental disability.
  - 55.10 Recognize the patient with Down's syndrome.
  - 55.11 Describe the various etiologies of emotional impairment.
  - 55.12 Recognize the patient with an emotional impairment.
  - 55.13 Describe the following diseases/illnesses: Arthritis, Cancer, Cerebral palsy, Cystic fibrosis, Multiple sclerosis, Muscular dystrophy, Myasthenia gravis, Poliomyelitis, Spina bifida, patients with a previous head injury.
  - 55.14 Identify the possible presenting sign(s) for the following diseases/illnesses: Arthritis, Cancer, Cerebral palsy, Cystic fibrosis, Multiple sclerosis, Muscular dystrophy, Myasthenia gravis, Poliomyelitis, Spina bifida, and patients with a previous head injury.
  - 55.15 Identify a patient that is terminally ill.
  - 55.16 Identify a patient with a communicable disease.
  - 55.17 Recognize the presenting signs of a patient with a communicable disease.
  - 55.18 Recognize sign(s) of financial impairments.
- 56.0 Implement the proper treatment plan for the chronic care patient—At the completion of this unit, the paramedic student will be able to integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the acute deterioration of a chronic care patient. At the completion of this unit, the paramedic student will be able to:
- 56.01 Identify the importance of home health care medicine as related to the ALS level of care.

- 56.02 Differentiate between the role of EMS provider and the role of the home care provider.
  - 56.03 Discuss the aspects of home care that result in enhanced quality of care for a given patient.
  - 56.04 Discuss the aspects of home care that have a potential to become a detriment to the quality of care for a given patient.
  - 56.05 List complications commonly seen in the home care patients, which result in their hospitalization.
  - 56.06 Define hospice care, comfort care and DNR/DNAR as they relate to local practice, law and policy.
  - 56.07 List the stages of the grief process and relate them to an individual in hospice care.
  - 56.08 Given a series of home care scenarios, determine which patients should receive follow-up home care and which should be transported to an emergency care facility.
  - 56.09 Describe airway maintenance devices typically found in the home care environment.
  - 56.10 Describe devices that provide or enhance alveolar ventilation in the home care setting.
  - 56.11 Describe and access indwelling catheters, implanted central IV ports and central line monitoring.
  - 56.12 Describe complications of assessing each of the airway, vascular access, and GI/GU devices described above.
  - 56.13 Describe the indications and contraindications for urinary catheter insertion in an out-of-hospital setting.
  - 56.14 Identify failure of GI/GU devices found in the home care setting.
  - 56.15 Identify failure of ventilatory devices found in the home care setting.
  - 56.16 Identify failure of vascular access devices found in the home care setting.
  - 56.17 Identify failure of drains.
  - 56.18 Discuss the rights of the terminally ill.
  - 56.19 Observe for an infected or otherwise complicated venous access point.
  - 56.20 Demonstrate proper tracheotomy care.
  - 56.21 Demonstrate the insertion of a new inner cannula and/or the use of an endotracheal tube to temporarily maintain an airway in a tracheostomy patient.
- 57.0 Implement the proper treatment plan for patients with common complaints–At the completion of this unit, the paramedic student will be able to integrate the principles of assessment based management to perform an appropriate assessment and implement the management plan for patients with common complaints. At the completion of this unit, the paramedic student will be able to:
- 57.01 Explain how the paramedic's attitude affects assessment and decision making.
  - 57.02 Explain how uncooperative patients affect assessment and decision making.
  - 57.03 Explain the roles of the team leader and the patient care person.
  - 57.04 List and explain the rationale for carrying the essential patient care items.
  - 57.05 Explain the general approach to the emergency patient.
  - 57.06 Explain the general approach, patient assessment, differentials, and management priorities for patients, including but not limited to the following problems: chest pain, medical and traumatic cardiac arrest, acute abdominal pain, GI bleed, altered mental status, dyspnea, syncope, seizures, environmental or thermal problems, hazardous material or toxic exposure, trauma or multi-

trauma patients, allergic reactions, behavioral problems, obstetric or gynecological problems, and pediatric problems.

- 57.07 Describe how to effectively communicate patient information face to face, over the telephone, by radio, and in writing.
- 57.08 While serving as team leader, choreograph the EMS response team, perform a patient assessment, provide local/regionally appropriate treatment, present cases verbally and in writing given a moulaged and programmed simulated patient.
- 57.09 While serving as team leader, assess a programmed patient or mannequin, consider differentials, make decisions relative to interventions and transportation, provide the interventions, patient packaging and transportation, work as a team and practice various roles, including but not limited to the following common emergencies: chest pain. Cardiac arrest, acute abdominal pain, GI bleed, altered mental status, dyspnea, syncope, seizure, thermal/environmental problems, hazardous materials/toxicology, trauma, allergic reactions/bites/envenomation, behavioral, obstetrical, gynecological and pediatric.
- 58.0 Demonstrate the proper procedures to ensure safe and effective ground and air transport—At the completion of this unit, the paramedic will understand standards and guidelines that help ensure safe and effective ground and air medical transport. At the completion of this unit, the paramedic student will be able to:
- 58.01 Identify current local and state standards which influence ambulance design, equipment requirements and staffing of ambulances.
- 58.02 Discuss the importance of completing an ambulance equipment/ supply checklist.
- 58.03 Discuss the factors to be considered when determining ambulance stationing within a community.
- 58.04 Describe the advantages and disadvantages of air medical transport.
- 58.05 Identify the conditions/situations in which air medical transport should be considered.
- 58.06 Assess personal practices relative to ambulance operations which may affect the safety of the crew, the patient and bystanders.
- 58.07 Serve as a role model for others relative to the operation of ambulances.
- 58.08 Value the need to serve as the patient advocate to ensure appropriate patient transportation via ground or air.
- 58.09 Demonstrate how to place a patient in, and remove a patient from, an ambulance.
- 59.0 Integrate the principles of general incident management and multiple casualty incident management—At the completion of this unit, the paramedic student will be able to integrate the principles of general incident management and multiple casualty incident (MCI) management techniques in order to function effectively at major incidents. At the completion of this unit, the paramedic student will be able to:
- 59.01 Explain the need for the incident management system (IMS)/incident command system (ICS) in managing emergency medical services incidents.
- 59.02 Define the term multiple casualty incident (MCI).
- 59.03 Define the term disaster management.
- 59.04 Discuss the importance of NIMS (National Incidence Management System).
- 59.05 Describe essential elements of scene size-up when arriving at a potential MCI.
- 59.06 Describe the role of the paramedics and EMS systems in planning for MCIs and disasters.

- 59.07 Describe the functional components of the incident management system in terms of the following: command, finance, logistics, operations and planning.
  - 59.08 Differentiate between singular and unified command and when each is most applicable.
  - 59.09 Describe the role of command.
  - 59.10 Describe the need for transfer of command and procedures for transferring it.
  - 59.11 List and describe the functions of the following groups and leaders in ICS as it pertains to EMS incidents: safety, logistics, rehabilitation, staging, treatment, triage, transportation, extrication/rescue, morgue, and communications.
  - 59.12 Describe the role of the physician at multiple casualty incidents.
  - 59.13 Define triage and describe the principles of triage.
  - 59.14 Describe the START (simple triage and rapid treatment) method of initial triage.
  - 59.15 Define primary and secondary triage.
  - 59.16 Describe techniques used to allocate patients to hospitals and track them.
  - 59.17 List and describe the essential equipment to provide logistical support to MCI operations, including but not limited to: Airway, respiratory and hemorrhage control, Burn management, and Patient packaging/immobilization.
  - 59.18 List the physical and psychological signs of critical incident stress.
  - 59.19 Describe the role of critical incident stress management sessions in MCIs.
  - 59.20 Explain the organizational benefits for having standard operating procedures (SOPs) for using the incident management system or incident command system.
  - 59.21 Demonstrate the use of local/regional triage tagging system used for primary and secondary triage.
  - 59.22 Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of triage group leader.
  - 59.23 Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of treatment group leader.
  - 59.24 Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of transportation group leader.
- 60.0 Integrate the principles of rescue awareness management—At the completion of this unit, the paramedic student will be able to integrate the principles of rescue awareness and operations to safely rescue a patient from water, hazardous atmospheres, trenches, highways, and hazardous terrain. At the completion of this unit, the paramedic student will be able to:
- 60.01 Explain the medical and mechanical aspects of rescue situations.
  - 60.02 Explain the role of the paramedic in delivering care at the site of the injury, continuing through the rescue process and to definitive care.
  - 60.03 Describe the phases of a rescue operation.
  - 60.04 Explain the differences in risk between moving water and flat water rescue.
  - 60.05 Explain the effects of immersion hypothermia on the ability to survive sudden immersion and self rescue.
  - 60.06 Explain the phenomenon of the cold protective response in cold water drowning situations.
  - 60.07 Explain the rescue techniques associated with reach-throw-row-go.
  - 60.08 Given a list of rescue scenarios, identify the victim survivability profile and which are rescue versus body recovery situations.
  - 60.09 Explain the self-rescue position if unexpectedly immersed in moving water.
  - 60.10 Identify components necessary to ensure site safety prior to confined space rescue attempts.

- 60.11 Explain the hazard of cave-in during trench rescue operations.
  - 60.12 Describe the effects of traffic flow on the highway rescue incident including limited access superhighways and regular access highways.
  - 60.13 List and describe the hazards associated with the following auto/ truck components: energy absorbing bumpers, air bag/supplemental restraint systems, catalytic converters and conventional fuel systems, stored energy, and alternate fuel systems.
  - 60.14 Describe methods for emergency stabilization using rope, cribbing, jacks, spare tire, and come-a-longs for vehicles found on their:
  - 60.15 Describe the electrical hazards commonly found at highway incidents (above and below ground).
  - 60.16 Explain the difference between tempered and safety glass, identify its locations on a vehicle and how to break it safely.
  - 60.17 Explain typical door anatomy and methods to access through stuck doors.
  - 60.18 Explain SRS or "air bag" systems and methods to neutralize them.
  - 60.19 Describe the procedure for stokes litter packaging for low angle evacuations.
  - 60.20 Explain techniques to be used in non-technical litter carries over rough terrain.
  - 60.21 Explain non-technical high angle rescue procedures using aerial apparatus.
  - 60.22 Explain assessment procedures and modifications necessary when caring for entrapped patients.
  - 60.23 List the equipment necessary for an "off road" medical pack.
  - 60.24 Explain specific methods of improvisation for assessment, spinal immobilization and extremity splinting.
  - 60.25 Explain the indications, contraindications and methods of pain control for entrapped patients.
  - 60.26 Explain the need for and techniques of thermal control for entrapped patients.
  - 60.27 Develop proficiency in patient packaging and evacuation techniques that pertain to hazardous or rescue environments.
  - 60.28 Demonstrate methods of "stokes" packaging for patients being vertically lifted (high angle), horizontally lifted (low angle), and carried over rough terrain.
  - 60.29 Demonstrate methods of packaging for patients being vertically lifted without stokes litter stretcher packaging.
  - 60.30 Demonstrate litter securing techniques for patients being evacuated by aerial apparatus.
  - 60.31 Demonstrate in-water spinal immobilization techniques.
  - 60.32 Demonstrate donning and properly adjusting a PFD.
- 61.0 Integrate the principles of human hazard awareness—At the completion of this unit, the paramedic student will have an awareness of the human hazard of crime and violence and the safe operation at crime scenes and other emergencies. At the completion of this unit, the paramedic student will be able to:
- 61.01 Explain specific techniques for risk reduction when approaching the following types of routine EMS scenes: highway encounters, violent street incidents, and residences and "dark houses".
  - 61.02 Describe warning signs of potentially violent situations.
  - 61.03 Describe police evidence considerations and techniques to assist in evidence preservation.
  - 61.04 Demonstrate field contact and cover procedures during assessment and care, evasive tactics, and concealment techniques.

- 62.0 Integrate the principles of general incident management of hazardous materials emergencies—At the completion of this unit, the paramedic student will be able to evaluate hazardous materials emergencies, call for appropriate resources, and work in the cold zone. At the completion of this unit, the paramedic student will be able to:
- 62.01 Identify resources for substance identification, decontamination and treatment information, including but not limited to the following: poison control center, medical control, material safety data sheets (MSDS), reference textbooks, computer databases (CAMEO), CHEMTREC, technical specialists and agency for toxic substances and disease registry.
  - 62.02 Explain primary and secondary contamination risk.
  - 62.03 List and describe the following routes of exposure: topical, respiratory, gastrointestinal, and parenteral.
  - 62.04 Explain how the substance and route of contamination alters triage and decontamination methods.
  - 62.05 Explain the limitations of field decontamination procedures.
  - 62.06 Explain the use and limitations of personal protective equipment (PPE) in hazardous material situations.
  - 62.07 List and explain the common signs, symptoms and treatment for the following substances: corrosives (acids/alkalis), pesticides (carbamates/organophosphates), chemical asphyxiants (cyanide/carbon monoxide), and hydrocarbon solvents (xylene, methylene chloride).
  - 62.08 Identify local facilities and resources capable of treating patients exposed to hazardous materials.
  - 62.09 Define the following terms and explain their importance to the risk assessment process: boiling point, flammable/explosive limits, flash point, ignition temperature, specific gravity, vapor density, vapor pressure, water solubility, and alpha, beta, and gamma radiation.
  - 62.10 Define the following toxicologic terms and their use in the risk assessment process: threshold limit value (TLV), lethal concentration and doses (LD), parts per million/billion (ppm/ppb), immediately dangerous to life and health (IDLH), permissible exposure limit (PEL), permissible exposure limit (PEL), short term exposure limit (TLV-STEL), and ceiling level (TLV-C).
  - 62.11 Determine the appropriate level of PPE to include: types, application, use and limitations, and use of chemical compatibility chart.
  - 62.12 Explain decontamination procedures when functioning in the following modes: critical patient rapid two step decontamination process and non-critical patient eight step decontamination process.
  - 62.13 Explain specific decontamination procedures.
  - 62.14 Explain the documentation necessary for Haz-Mat medical monitoring and rehabilitation operations, including the substance, the toxicity and danger of secondary contamination, appropriate PPE and suit breakthrough time, appropriate level of decontamination, appropriate antidote and medical treatment and transportation method.
  - 62.15 Given a simulated hazardous substance, use reference material to determine the appropriate actions.
  - 62.16 Demonstrate the donning and doffing of appropriate PPE.
  - 62.17 Set up and demonstrate an emergency two-step decontamination process.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Nuclear Medicine Technology Specialist  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351090503
Program Type	College Credit Certificate (CCC)
Program Length	48 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2033 Nuclear Medicine Technologists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Nuclear Medicine Technology AS degree program (1351090502).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 program is designed to prepare students for employment as radiologic technologists, nuclear medicine or nuclear medicine technologists SOC Code 29-2033 (Nuclear Medicine Technologists) or provide supplemental training for persons previously or presently employed in these occupations.

The content includes but is not limited to the utilization of radioactive materials for diagnostic and therapeutic procedures, patient care, administrative functions, health and safety including CPR.

## Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## Special Notes

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program must be accredited by the:

Joint Review Committee on Educational Programs in  
Nuclear Medicine Technology (JRCNMT)  
2000 W. Danforth Rd., Ste 130 #203  
Edmond OK 73003  
Tel: (405) 285-0546  
Fax: (405) 285-0579  
<http://www.jrcnmt.org/>

Or  
Southern Association of Colleges and Schools (SACS)  
2520 Northwinds Parkway  
Suite 600  
Alpharetta, GA 30009  
888-41ED NOW (888-413-3669)  
<http://www.sacs.org/>

The program must also be approved by the Department of Health, Bureau of Radiation Control so that the graduate is eligible to be licensed in Florida as a Certified Radiologic Technologist - Nuclear Medicine (i.e., a Nuclear Medicine Technologist). As specified in Chapter 468, Part IV and 64E-FAC. All accredited NMT programs which are recognized and accepted by either the American Registry of Radiologic Technologists (ARRT), or the Nuclear Medicine Technology Certification Board (NMTCB), are approved by the Department of Health

The nuclear medicine technologist performs patient care with understanding of patient's special needs, fears and concerns and recognizes changes in patient condition. Limiting the exposure of the patient and other health care workers to minimal levels of radiation is of paramount importance.

A fundamental knowledge and understanding of the physical and biological sciences, including radiation biology and protection, as well as radiopharmaceuticals "in vivo" and "Invitro" is

essential: nuclear physics, biochemistry, immunology, physiology and an introduction to computer applications/operations with data manipulation must be included.

The designation of PSV-C requires that the student have an associate degree in a related field of study (i.e., radiologic technology, etc.). Upon the successful completion of the program the student will receive a Nuclear Medicine Specialist Certificate.

Program completers will be eligible to apply to the Department of Health for the required state Nuclear Medicine Technologist license. For further information contact:

Department of Health  
MQA Radiologic Technology Program  
4052 Bald Cypress Way, Bin #C85  
Tallahassee, FL 32399  
Phone: (850) 245-4910  
Fax: (850) 921-6365  
Internet: [www.doh.state.fl.us/mqa/rad-tech](http://www.doh.state.fl.us/mqa/rad-tech)

Program completers will be eligible to make an application to take one or both of the National Registry examination. For further information contact:

American Registry of Radiologic Technologists (ARRT)  
1255 Northland Drive  
St. Paul, MN 55120-1155  
(612) 687-0048  
[www.arrt.org](http://www.arrt.org)

Or

Nuclear Medicine Technology Certification Board (NMTCB)  
3558 Habersham at Northlake  
Building I  
Tucker, GA 30084  
Toll Free: (800) 659-3953  
[www.nmtcb.org](http://www.nmtcb.org)

Students are encouraged to become members of their appropriate professional organizations such as the Society of Nuclear Medicine –Technologist Section (SNM-TS), Florida Nuclear Medicine Technologists, Inc. (FNMT), the American Society of Radiologic Technologists (ASRT), Florida Society of Radiologic Technologists (FSRT) and its' local affiliate.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Practice radiation safety.
- 13.0 Practice basic radiopharmacy.
- 14.0 Calculate doses and administer radiopharmaceuticals and interventional pharmaceuticals.
- 15.0 Perform "in vitro"/"in vivo" nonimaging procedures.
- 16.0 Perform imaging procedures.
- 17.0 Perform computerized procedures.
- 18.0 Practice quality control.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Nuclear Medicine Technology Specialist  
**CIP Number:** 0351090503  
**Program Length:** 48 credit hours  
**SOC Code(s):** 29-2033

This certificate program is part of the Nuclear Medicine Technology AS degree program (1351090502). At the completion of this program, the student will be able to:

**Health Science Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Science Core in any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.



**Nuclear Medicine Technology: (12-18)**

- 12.0 Practice radiation safety—The student will be able to:
- 12.01 Assure compliance with local, state and federal regulations.
  - 12.02 Follow appropriate protection procedures.
  - 12.03 Perform area surveys and wipe tests.
  - 12.04 Perform decontamination procedures.
  - 12.05 Appropriately dispose of radioactive waste.
  - 12.06 Follow approved procedures for identifying and labeling.
  - 12.07 Practice personnel monitoring of radiation exposure.
  - 12.08 Implement appropriate The Joint Commission patient safety goals.
- 13.0 Practice basic radiopharmacy—The student will be able to:
- 13.01 Maintain radiopharmaceutical laboratory records and materials.
  - 13.02 Obtain generator eluate.
  - 13.03 Prepare radiopharmaceuticals and perform quality control tests.
  - 13.04 Appropriately dispose of radioactive waste.
  - 13.05 Demonstrate understanding of ordering pharmaceuticals in appropriate dosage and effective time frame.
- 14.0 Calculate doses and administer radiopharmaceuticals and interventional pharmaceuticals—The student will be able to:
- 14.01 Assay radiopharmaceuticals.
  - 14.02 Calculate doses.
  - 14.03 Dispense exact doses.
  - 14.04 Properly administer radiopharmaceuticals.
  - 14.05 Maintain records of administrations/preparations.
  - 14.06 Perform dose calibrator quality control tests.
  - 14.07 Properly prepare and administer interventional pharmaceuticals.
  - 14.08 Strictly observe precautions and contraindications.
  - 14.09 Access and care for patients.
  - 14.10 Appropriately support treatment for adverse affects.
  - 14.11 Document accordingly.
- 15.0 Perform "in vitro"/"in vivo" nonimaging procedures—The student will be able to:
- 15.01 Operate conventional laboratory equipment.
  - 15.02 Prepare doses and standards.
  - 15.03 Collect specimens.
  - 15.04 Operate radiation detection equipment.
  - 15.05 Perform calculations.
  - 15.06 Perform radioassays.
  - 15.07 Perform venipuncture accurately and efficiently.
- 16.0 Perform imaging procedures—The student will be able to:
- 16.01 Prepare patients.
  - 16.02 Select imaging parameters.

- 16.03 Position patients and obtain images.
- 16.04 Perform data processing.
- 16.05 Maintain appropriate records.

17.0 Perform computerized procedures—The student will be able to:

- 17.01 Retrieve patient studies and display on computer video screen.
- 17.02 Select proper protocol and process data.
- 17.03 Acquire and store patient studies for future reference.
- 17.04 Manipulate computer data for appropriate display.

18.0 Practice quality control—The student will be able to:

- 18.01 Perform quality assurance testing of imaging systems.
- 18.02 Calibrate and operate scintillation counters.
- 18.03 Calibrate and operate gas-filled detectors.
- 18.04 Perform quality assurance testing of routine imaging and assay procedures.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Radiation Therapy Specialist  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351090703
Program Type	College Credit Certificate (CCC)
Program Length	43 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-1124 Radiation Therapists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Radiation Therapy AS degree program (1351090701).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 prepare students for employment as radiation therapy technologist SOC Code 29-1124 (Radiation Therapists), or to provide supplemental training for persons previously or presently employed in these occupations.

The content includes but is not limited to administer the prescribed radiation therapy treatments of the highest caliber, thereby providing the patient treatments of the highest quality and accuracy; to become members of the health care team that contributes to the physical and psychological comfort of the patient, to provide radiation protection to the patient, self and health care team; to work with the health care team to improve radiotherapeutic health care in the

hospital and community; and to understand the importance of maintaining membership in the professional organizations and keeping abreast of the changes in the field of radiation therapy.

The program is designed to provide the radiation therapy community with workers who, under the supervision of a Radiation Oncologist, uses ionizing radiation to treat disease. The curriculum provides students an opportunity to develop technical and social skills through experiences in the clinic, classroom, and laboratory.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Clinical education has been established for the students in these programs. It is designed to permit accurate assessment of the knowledge, skills and abilities of students in the clinical education component of the program. After completion of the prerequisite practice of radiotherapeutic procedures, students indicate readiness for evaluation in a specific category to the clinical affiliate or faculty in the assigned clinical education center.

Clinical education and laboratory activities facilitate student rotations to provide them equitable opportunity to achieve the program clinical objective utilizing multiple affiliates. The resulting clinical rotation and laboratory practicum provides students with patient treatment techniques utilizing a variety of megavoltage equipment, radiation therapy patient care procedures, localization and treatment, radiation therapy physics including dosimetry, machine calibration, quality assurance, handling of sealed radioactive sources and protection, follow up, patient care and patient recordkeeping.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program must be accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 900, Chicago, Illinois 60606-2901, (312) 704-5300, or by the Southern Association of Colleges and Schools to enable graduates to become candidates for examination in Radiation Therapy Technology by the American Registry of Radiologic Technologists. It may also be approved by the Department of Health, Bureau of Radiation Control so that the graduate is eligible for licensure in Florida as a certified Radiation Therapy Technologists. As specified in Chapter 468 Part IV F.S. and 64E-3 F.A.C.

The designation of PSV-C requires that the student have an associate degree in a related field of study (i.e. radiologic technology, etc.). Upon the successful completion of the program the student will receive a Radiation Therapy Specialist Certificate.

Program completers will be eligible to make application to take the National Registry examination. For further information contact:

American Registry of Radiologic Technologists (ARRT)  
1255 Northland Drive  
St. Paul, MN 55120  
(612) 687-0048  
[www.arrt.org](http://www.arrt.org)

Students are encouraged to become members of their appropriate professional organizations such as the American Society of Radiologic Technologists (ASRT), Florida Society of Radiologic Technologists (FSRT) and its' local affiliate.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

01.0 Demonstrate knowledge of the health care delivery system and health occupations.

- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Deliver a planned course of radiation therapy.
- 13.0 Verify the mathematical accuracy of the prescription.
- 14.0 Maintain daily records and document technical details of the treatment administered.
- 15.0 Observe the clinical progress of the patient undergoing radiation therapy; recognize the first signs of any complication; and determine when treatment should be withheld until a physician may be consulted.
- 16.0 Provide patient care and comfort essential to radiation therapy procedures.
- 17.0 Detect equipment malfunctions; report same to the proper authority; and know the safe limits of equipment operation.
- 18.0 Apply the rules and regulations for radiation safety; detect any radiation hazards; and maintain control in the event of a radiation accident.
- 19.0 Understand the function of equipment and utilize equipment to its full potential.
- 20.0 Demonstrate the use of all treatment accessories.
- 21.0 Construct immobilization and beam-directional devices and prepare brachytherapy molds.
- 22.0 Assist in the preparation of brachytherapy sources.
- 23.0 Assist the physicist in calibration of equipment and in treatment planning procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Radiation Therapy Specialist  
**CIP Number:** 0351090703  
**Program Length:** 43 credit hours  
**SOC Code(s):** 29-1124

This certificate program is part of the Radiation Therapy AS degree program (1351090701). At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.



05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Radiation Therapy Specialist: (12-23)**

- 12.0 Deliver a planned course of radiation therapy—The student will be able to:
- 12.01 Orient patient to the planned treatment procedure and give emotional support.
  - 12.02 Identify patient scheduled for treatment by arm band, photograph, or verbally and help patient onto and off the treatment table with the aid of assistants, when necessary, using proper body mechanics to avoid injury to patient or technologist.
  - 12.03 Position patient to reproduce set-up indicated in the treatment chart, using positioning aids and immobilization devices.
  - 12.04 Position treatment machine to reproduce set-up indicated by the approved treatment plan.
  - 12.05 Set appropriate controls on treatment machine console (e.g., modality, energy, monitor units, time) and activate machine to deliver prescribed treatment indicated on treatment plan.
  - 12.06 Discuss with physician any questions concerning patient's prescription.
- 13.0 Verify the mathematical accuracy of the prescription—The student will be able to:
- 13.01 Calculate the number of monitor units/exposure time for each treatment session to achieve the prescribed dose indicated by the physician, taking into account such factors as the energy of the beam, number of and orientation of the beam(s), SSD or SAD, depth of tumor, patient thickness, size and shape of portal, use of wedges, et cetera.
  - 13.02 Record factors used in the calculation of monitor units/exposure time onto treatment chart to allow checking of calculations for correctness.
  - 13.03 Recognize if proposed treatment plan appears to deliver inappropriate dose to critical structures in order to alert the physician.
- 14.0 Maintain daily records and document technical details of the treatment administered—The student will be able to:
- 14.01 Obtain and process verification radiographs for documentation of accuracy of field position.
  - 14.02 Set up preliminary treatment field and take a radiograph with the field marked by collimator wires, solder wire, or lead ladders taped to the patient's skin.
  - 14.03 Record information on treatment chart, describing the conditions used in the simulation, to aid in their reproduction (e.g., patient position, technique and positioning devices) on the treatment machine.
- 15.0 Observe the clinical progress of the patient undergoing radiation therapy; recognize the first signs of any complication; and determine when treatment should be withheld until a physician may be consulted—The student will be able to:
- 15.01 When requested, measure and record vital signs (blood pressure, respiratory rate, pulse rate and temperature).
  - 15.02 Schedule patient for blood studies and record result (e.g., platelets, WBC, PVC, [HCT]) on treatment chart to provide record of effects of radiation on patient during course of treatment, and report abnormal results to physician.

- 15.03 Observe and/or question patient regarding nutritional status offering dietary hints or referring patient to appropriate personnel for management.
- 15.04 Observe and question patient about any side effects or problems he/she may be experiencing, and notify physician.
- 16.0 Provide patient care and comfort essential to radiation therapy procedures—The student will be able to:
  - 16.01 Answer patient's questions regarding treatment related topics or refer to the physician when inappropriate for the therapist to answer.
  - 16.02 Maintain accessory medical equipment attached to patient (e.g., IVs, oxygen tanks) to avoid endangering the patient during the therapy procedure using knowledge of such hospital apparatus.
  - 16.03 Educate patient concerning proper skin care of treatment area(s).
  - 16.04 Clean, wash, disinfect and/or sterilize facility and equipment, and dispose of contaminated items in preparation for next patient.
- 17.0 Detect equipment malfunctions; report same to the proper authority, and know the safe limits of equipment operation—The student will be able to:
  - 17.01 Warm up treatment machines and/or simulators and check all safety and operation procedures according to manufacturer's operating manual for possible malfunction.
  - 17.02 Monitor console of treatment machine to spot any malfunctioning of equipment during treatment using indicators on machine, and take appropriate action when necessary to assure safety of patient and personnel.
  - 17.03 Maintain treatment machines and accessories to minimize necessary interruptions in treatment due to mechanical breakdown.
- 18.0 Apply the rules and regulations for radiation safety; detect any radiation hazards; and maintain control in the event of radiation accident—The student will be able to:
  - 18.01 Wear a monitoring device while on duty to obtain a personal record of radiation exposure over a period of time.
  - 18.02 Protect workers and others in the area from radiation exposure by closing door to treatment room to activate interlock.
  - 18.03 Monitor patient visually (directly or indirectly) and by intercommunication system to insure patient's safety and accuracy of treatment.
  - 18.04 Implement appropriate The Joint Commission patient safety goals.
- 19.0 Understand the function of equipment and utilize equipment to its full potential—The student will be able to:
  - 19.01 Position patient on simulator table in proper orientation to the simulator using positioning aids and immobilization devices.
  - 19.02 Assist physician in localizing tumor volume and critical organizing radiographic techniques, with or without contrast media.
  - 19.03 Process films to produce finished radiographs and have physician approve treatment (field) area indicated in film.
- 20.0 Demonstrate the use of all treatment accessories—The student will be able to:

- 20.01 Assist physician with the physical examinations of patients (e.g., preparing patient, examination room, instruments).
  - 20.02 Assist physician in determining optimum fields to cover volume of interest utilizing knowledge of shape of field, gantry angle, blocks, et cetera.
  - 20.03 Take contours of body parts for use in treatment planning using methods or materials such as a solder wire, pin device, pantograph, CT, et cetera.
- 21.0 Construct immobilization and beam directional devices and prepare brachytherapy molds—The student will be able to:
- 21.01 When procedure requires, manufacture individualized immobilization devices to aid in the replication of the treatment set-up (e.g., bite blocks, molds, plaster shells).
  - 21.02 When appropriate, measure and record information necessary to fabricate blocks or accessories required for treatment.
  - 21.03 Prepare custom blocks for use in shaping treatment field by cutting lead blocks or using molten metal techniques.
- 22.0 Assist in the preparation of brachytherapy source—The student will be able to:
- 22.01 Take placement radiographs of implants to be used in dose calculation and placement verification according to protocol.
  - 22.02 Assist with measurement and recording of the necessary parameters for calculation of the dose to be delivered.
  - 22.03 Assist with brachytherapy using knowledge of radionuclides employed and interstitial and intracavitary applications as integrated into the patient treatment plan.
- 23.0 Assist the physicist in calibration of equipment and in treatment planning procedures—The student will be able to:
- 23.01 Check dose rate by measuring radiation dose reading at standard distance and standard conditions, and then compare with proper standard using appropriate radiation measuring devices (e.g., Victoreen Timble Chamber).
  - 23.02 Perform light field test on treatment machine to check alignment of collimator light and cross hairs with treatment beam by setting a standard field size, exposing a radiograph and physically measuring the field size recorded on the radiograph.
  - 23.03 Check rotation by setting gantry so it goes through complete arc.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Central Sterile Processing Technologist  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351090903
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	HOSA
SOC Codes (all applicable)	31-9093 Medical Equipment Preparers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Health Sciences AS degree program (1351000002).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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.

This program is designed to prepare students for employment as central sterile processing technicians SOC Code 31-9093.00 (Medical Equipment Preparers), central service technicians, supervisors, central sterile supply technicians, central supply workers, ambulatory surgery processors, surgical instrument processors, gastrointestinal (GI) flexible endoscope reprocessors, case cart technicians, inventory technicians, processing technicians,

The content includes but is not limited to central services departmental organization and function; basic anatomy, physiology, microbiology and chemistry related to central service activities; quality assurance; infection control and isolation techniques, principles of safety;

principles, methods and controls of sterilization processes; cleaning, processing, packaging, distributing, storing, and inventory control of sterile goods, instruments, trays, and equipment; medical terminology; surgical instrumentation; basic computer skills, interpersonal and job seeking skills, fundamentals of communication, case cart management, laparoscopic specialty, orthopedic specialty, flexible scope processing , shift supervisory skills and procurement of supplies and equipment.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

The standard length of this program is 900 clock hours or 30 credit hours. This includes the Health Careers Core (90 clock hours).

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Inquiries about a voluntary certification for sterile processing and distribution may be made to:

International Association of Hospital Central Service Materiel Management (IAHCSMM)

<http://www.iahcsmm.org/>

213 West Institute Place, Suite 307, Chicago, IL 60610

Toll Free: 800-962-8274

OR

Certification Board for Sterile Processing and Distribution, Inc. (CBSPD)

<http://www.sterileprocessing.org/cbspd.htm>

2 Industrial Park Road-Suite 3

Alpha, NJ 08865

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the National Health Care Foundation Skill Standards Assessment will be taken with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 16.0 Demonstrate the roles and responsibilities of the central supply worker.
- 17.0 Recognize basic principles of microbiology.
- 18.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items.



- 19.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers.
- 20.0 Describe how central service is involved in controlling infections in hospitals.
- 21.0 Explain the purpose of Occupational Safety and Health Act (OSHA).
- 22.0 Describe supply distribution systems and the principles of inventory control.
- 23.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the specialty.
- 24.0 Demonstrate the ability to recall and dispose of or reprocess outdated sterile supplies.
- 25.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel.
- 26.0 Identify fundamentals of procurement skills.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Central Sterile Processing Technologist  
**CIP Number:** 0351090903  
**Program Length:** 30 Credit Hours  
**SOC Code(s):** 31-9093

This certificate program is part of the Health Sciences AS degree program (1351000002).

**Health Careers Core: The Health Careers Core (01-11) is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

**At the end of the health careers core (01-11) the student will be able to:**

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, and formatting.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self-image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures. – The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root-cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )

06.0 Recognize and respond to emergency situations. – The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures. – The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills. – The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills. – The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios

**Students completing intended outcomes (12-26), in addition to the health careers core, will meet the requirements of Central Sterile Processing Technologist – CCC (SOC Code**

**31-9093). After successful completion of an approved program, students are eligible to take the certification examination.**

- 12.0 Demonstrate language arts knowledge and skills – The students will be able to:
  - 12.01 Locate, comprehend and evaluate key elements of oral and written information.
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
  - 12.03 Present information formally and informally for specific purposes and audiences.
  
- 13.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
  - 13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
  - 13.02 Employ critical thinking and interpersonal skills to resolve conflicts.
  - 13.03 Identify and document workplace performance goals and monitor progress toward those goals.
  - 13.04 Conduct technical research to gather information necessary for decision-making.
  
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
  - 14.01 Describe the nature and types of business organizations.
  - 14.02 Explain the effect of key organizational systems on performance and quality.
  - 14.03 List and describe quality control systems and/or practices common to the workplace.
  - 14.04 Explain the impact of the global economy on business organizations.
  
- 15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
  - 15.01 Employ leadership skills to accomplish organizational goals and objectives.
  - 15.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks.
  - 15.03 Conduct and participate in meetings to accomplish work tasks.
  - 15.04 Employ mentoring skills to inspire and teach others.
  - 15.05 Analyze attributes and attitudes of an effective leader.
  - 15.06 Recognize factors and situations that may lead to conflict. .
  - 15.07 Demonstrate effective techniques for managing team conflict.
  
- 16.0 Demonstrate the roles and responsibilities of the central supply worker. The student will be able to:
  - 16.01 Describes professional standards related to personal hygiene and dress codes.
  - 16.02 Identifies relevant federal, state, and local guidelines, standards and regulations.
  - 16.03 Describes the function and workflow of the sterile processing department.
  - 16.04 Apply ergonomic considerations and appropriate body mechanics for lifting, turning, pulling, pushing, and reaching.
  - 16.05 Apply policies and procedures related to sterile processing functions (safety, infection control, disaster control, disaster, MSDS, incident reports, etc.).

- 16.06 Describes importance of following device, equipment, instrument or supply manufacturer's instructions for processing, operation, and troubleshooting.
- 17.0 Recognize basic principles of microbiology -- The student will be able to:
- 17.01 Identify the main categories of microorganisms.
  - 17.02 Describe the life functions of microorganisms.
  - 17.03 Describe conditions affecting the growth of bacteria.
  - 17.04 Describe special methods used to destroy harmful microorganisms.
  - 17.05 List the helpful microorganisms.
  - 17.06 Describe how the body controls the growth of pathogenic microorganisms.
  - 17.07 Identify pathogenic microorganisms found in central service departments.
  - 17.08 Identify terminology related to microbiology.
- 18.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items -- The student will be able to:
- 18.01 Describe the importance of thorough cleaning to the overall objectives of making items safe for patient use.
  - 18.02 Explain the importance of following manufacturers' instructions in cleaning each item for reprocessing.
  - 18.03 Describe the cleaning process for instruments, syringes, needles, rubber goods and equipment
  - 18.04 Describe the mechanism of action for ultrasonic machines and washer/sterilizers-
  - 18.05 Define processes for CJD Decontamination
  - 18.06 Distinguish correct reprocessing policies related to single use, limited use, versus reusable items.
  - 18.07 Demonstrate flexible endoscopic decontamination and leak testing.
  - 18.08 Demonstrates decontamination and proper handling of rigid scopes.
  - 18.09 Describe decontamination methods for drill systems and batteries
  - 18.10 Describe the function of case cart washers, and alternative methods of cleaning.
  - 18.11 Describe the need for testing and monitoring all decontamination machines for proper function and cleaning agents.
  - 18.12 Explain the importance of using correct chemicals for cleaning in regards to water quality, PH, filters, softeners, enzymes, lubricants.
  - 18.13 Describe the types, characteristics, and uses of chemicals, solutions, and gases utilized for decontamination. (Detergents, disinfectants, enzymatics, germicides).
  - 18.14 Describe the types of sterilizers and methods of sterilization.
  - 18.15 Demonstrate the process of decontamination for instrumentation and equipment.
  - 18.16 Describe the factors affecting decontamination (water temperature, loading procedures, water impurities, opening and disassembling)
  - 18.17 Describe the primary objectives in selecting the correct packaging materials for both the individual item and the sterilization method to be used.
  - 18.18 Describe the principles of packaging.
  - 18.19 Describe the characteristics of packaging materials in relationship to sterilization methods.
  - 18.20 Describe the principles of linen pack and tray construction/assembly.
  - 18.21 Describe the recommended labeling methodologies.
  - 18.22 Demonstrate the wrapping of procedures trays, instruments and other supplies.
  - 18.23 Explain the principles involved in loading different kinds of wrapped packs or packages into a sterilizer to be assured of steam or gas penetration.

- 18.24 Recognize equipment malfunction and list corrective actions.
  - 18.25 Describe how sterile supplies should be handled.
  - 18.26 Identify basic surgical instruments and accessories.
- 19.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers --  
The student will be able to:
- 19.01 Describe the types of sterilization, sterilization cycles, and parameters for each.
  - 19.02 Describe the importance of the manufacturer's recommendations for the safe operation of each type of sterilizer.
  - 19.03 Describe the methods of sterilization monitoring.
  - 19.04 Demonstrate the process of preparing and documenting the sterilizer load contents for each sterilizer correctly according to the manufacturer's recommendations.
  - 19.05 Demonstrate the operation, testing, and monitoring of sterilizers.
  - 19.06 Demonstrate the ability to interpret and document monitoring devices, printouts, and charts accurately for each sterilization system utilized.
  - 19.07 Identify the standards for, and facility policy regarding, frequency of monitoring for all sterilizers.
- 20.0 Describe how central service is involved in controlling infections in hospitals -- The student will be able to:
- 20.01 Describe nosocomial infections.
  - 20.02 Describe the types of isolation.
  - 20.03 Describe the organization and functions of CS.
  - 20.04 Describe the CS responsibilities for infection control and traffic patterns when in the operating room and other departments.
  - 20.05 Identify proper storage and transportation standards for supplies in the facility (receivables, sterile, clean, or contaminated).
  - 20.06 Describe the organizational patterns of health care facilities.
- 21.0 Explain the purpose of Occupational Safety and Health Act (OSHA) -- The student will be able to:
- 21.01 Describe how employees are protected under OSHA.
  - 21.02 Describe potential workplace hazards in CS. (wet floors, chemicals, fumes, gases, steam, electrical outlets, body fluids, microorganisms, sharps, and medical wastes.)
  - 21.03 Describe the role preventive maintenance plays in patient and personnel safety in the hospital.
  - 21.04 Explain the purpose of Florida's "Right to Know" law and its provisions.
  - 21.05 Describe the protocol for personal injury including the completion of incident/occupancy reports and follow up. Implement appropriate The Joint Commission patient safety goals.
- 22.0 Describe supply distribution systems and the principles of inventory control -- The student will be able to:
- 22.01 Define the benefits of inventory control.



- 22.02 Describe the methods of inventory control.
  - 22.03 Compare the advantages and disadvantages of each distribution methods.
  - 22.04 Process a requisition marked "stat" - locate article, price, etc.
  - 22.05 Describe the process of stock rotation.
  - 22.06 Identify the uses of sterility maintenance covers.
  - 22.07 Describe the processes for loaner instrumentation and equipment.
  - 22.08 Describe the process of product evaluation.
  - 22.09 Describe the procedures for tracking the usage of medical/surgical supplies, patient care equipment and specialty carts.
  - 22.10 Describe the procedures for documenting supply and equipment charges.
  - 22.11 Describe the methods of case cart preparation and the utilization of preference cards.
- 23.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the specialty. The student will be able to:
- 23.01 Describe instrument terminology and identify the anatomy of surgical instruments (jaws, shanks, box locks, rings, etc.)
  - 23.02 Describe the types and functions of instruments.
  - 23.03 Describe the types of instrument construction.
  - 23.04 Describe appropriate techniques for inspection and testing of instruments and procedures.
  - 23.05 Identify instrumentation and equipment by name and usage.
  - 23.06 Describe the methods of instrument identification, marking, and tracking of use.
  - 23.07 Describe the configuration of various instrument sets and specialty equipment.
  - 23.08 Describes the process regarding the manufacturer's recommendations for instrument and equipment care and handling, operation, maintenance and troubleshooting.
- 24.0 Demonstrate the ability to recall and dispose of or reprocess sterile supplies -- The student will be able to:
- 24.01 Explain the factors that affect how long a package can be considered safe for use.
  - 24.02 Explain the differences between event related, date related, and manufacturer recommendations.
  - 24.03 State the methods of determining expiration dates.
  - 24.04 List the steps in reprocessing outdated hospital packaged items.
  - 24.05 List conditions that would make a product unsafe for use
  - 24.06 Describe the use of tamper evident seals.
  - 24.07 Describe the methods of reprocessing.
  - 24.08 Identify standards and facility policies on reprocessing of single use items.
  - 24.09 Describe the process of recall for medical/surgical supplies.
- 25.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel -- The student will be able to:
- 25.01 Identify word elements for medical terms.
  - 25.02 Relate anatomical concepts to orthopedic devices and other supplies and equipment issued by the CS Department.

26.0 Identify fundamentals of procurement skills -- The student will be able to:

26.01 Describe procurement system.

26.02 Communicate with other hospitals, facilities, or company representatives for procurement of supplies and equipment.

26.03 Describe several different methods of procurement of supplies.

26.04 Describe basics of receiving items, including documentation of receiving and release to other facilities.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Surgical Technology Specialist  
**Career Cluster:** Health Science

CCC	
CIP Number	0351090904
Program Type	College Credit Certificate (CCC)
Program Length	49
CTSO	HOSA
SOC Codes (all applicable)	29-2055 Surgical Technologists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fl DOE.org/workforce/fcpea/default.asp">http://www.fl DOE.org/workforce/fcpea/default.asp</a>

### Purpose

This certificate program is part of Health Sciences AS degree program (1351000002).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 program is designed to prepare students for employment as surgical technologists SOC 29-2055. Selected portions of this program may be utilized to provide additional skills to enable nursing graduates to become employable in operating rooms as surgical technologists. The program should meet the requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or Accrediting Bureau of Health Education Schools (ABHES).

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management,

finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to communication and interpersonal skills, legal and ethical responsibilities, anatomy, physiology, pathophysiology, microbiology, aseptic techniques, patient care procedures, surgical technology procedures, patient safety, use and care of equipment and supplies, CPR, Heartsaver, employability skills, and basic computer literacy. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. In a simulated surgical environment, students practice preparing, setting up and maintaining a sterile field, sterilization and disinfection procedures, preparation of supplies and equipment for surgery, and patient preparation. Equipment and supplies should be provided to enhance hands-on experiences for students.

The Human Patient Simulator (HPS) or other accepted simulation scenarios may be used for a limited number of clinical hours. A low teacher-student ratio in the lab and clinical area is strongly recommended. The recommended maximum ratio is 1:6.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

After successful completion of a Commission on Accreditation of Allied Health Education Programs (CAAHEP) or Accrediting Bureau of Health Education Schools (ABHES) accredited program, students are eligible to take the National Board of Surgical Technologist and Surgical Assisting (NBSTSA), Certified Surgical Technologist exam.

Please contact NBSTSA for more information on this exam:

National Board of Surgical Technologist and Surgical Assisting (NBSTSA)

<http://nbstsa.org/>

6 West Dry Creek Circle, Suite 100 Littleton, Colorado 80120

**Toll-free:** (800) 707-0057

Outcomes 01-15 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 16.0 Demonstrate Central Supply Skills.
- 17.0 Use communication and interpersonal skills as related to surgical technology.

- 18.0 Demonstrate an understanding of the basic sciences related to surgical technology.
- 19.0 Demonstrate knowledge of pharmacology and math calculation principles related to the surgical environment
- 20.0 Describe and practice safety measures in the surgical environment.
- 21.0 Perform patient care procedures related to the surgical environment and describe methods for meeting patients' needs.
- 22.0 Demonstrate knowledge of the skills necessary to function safely and effectively.
- 23.0 Demonstrate knowledge of and assist with surgical procedures.
- 24.0 Demonstrate an understanding of legal and ethical responsibilities specific to surgical technology.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Surgical Technology Specialist  
**CIP Numbers:** 0351090904  
**Program Length:** 49 Credit Hours  
**SOC Code(s):** 29-2055

This certificate program is part of Health Sciences AS degree program (1351000002).

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11. At the end of the health careers core (01-11) the student will be able to:**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, and formatting.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.09 Analyze elements of communication using a sender-receiver model.
  - 02.10 Distinguish between and report subjective and objective information.
  - 02.11 Report relevant information in order of occurrence.

- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.

- 04.0 Demonstrate an understanding of and apply wellness and disease concept – The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices including biomedical therapies
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain basic concepts of positive self-image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

- 05.0 Recognize and practice safety and security procedures. – The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root-cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.



- 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.
  - 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.

- 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills. – The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios

**Students completing intended outcomes 12-24, in addition to the health careers core, will meet the requirements of the Surgical Technology Specialist-CCC (SOC Code 29-2055). After successful completion of an approved program, students are eligible to take the Association of Surgical Technologists National Certification Examination.**

- 12.0 Demonstrate language arts knowledge and skills –The students will be able to:

- 12.01 Locate, comprehend and evaluate key elements of oral and written information.

- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
- 12.03 Present information formally and informally for specific purposes and audiences.
- 13.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
  - 13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
  - 13.02 Employ critical thinking and interpersonal skills to resolve conflicts.
  - 13.03 Identify and document workplace performance goals and monitor progress toward those goals.
  - 13.04 Conduct technical research to gather information necessary for decision-making.
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
  - 14.01 Describe the nature and types of business organizations.
  - 14.02 Explain the effect of key organizational systems on performance and quality.
  - 14.03 List and describe quality control systems and/or practices common to the workplace.
  - 14.04 Explain the impact of the global economy on business organizations.
- 15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – The students will be able to:
  - 15.01 Employ leadership skills to accomplish organizational goals and objectives.
  - 15.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks.
  - 15.03 Conduct and participate in meetings to accomplish work tasks.
  - 15.04 Employ mentoring skills to inspire and teach others.
  - 15.05 Analyze attributes and attitudes of an effective leader.
  - 15.06 Recognize factors and situations that may lead to conflict.
  - 15.07 Demonstrate effective techniques for managing team conflict
- 16.0 Demonstrate Central Supply skills. –The student will be able to:
  - 16.01 Apply the principles of medical/surgical asepsis
  - 16.02 Apply infection control techniques following Center for Disease Control (CDC) guidelines.
  - 16.03 Inspect equipment and supplies for condition and quantity.
  - 16.04 Identify principles and demonstrate techniques of disinfection and sterilization.
  - 16.05 Identify/correct and/or report package integrity.
  - 16.06 Decontaminate instruments equipment and environment.
  - 16.07 Replenish supplies and equipment.
  - 16.08 Identify instruments, equipment and supplies for any surgical procedure.
  - 16.09 Demonstrate the ability to package goods and supplies as required.
  - 16.10 Describe various supply distribution methods.
  - 16.11 Demonstrate ability to label items correctly.
  - 16.12 Discuss and use various inventory control systems.
  - 16.13 Demonstrate case cart preparation and management.

- 17.0 Use communication and interpersonal skills as related to surgical technology. – The student will be able to:
- 17.01 Use various forms of communication in the role of surgical technologist.
  - 17.02 Maintain current documentation in the clinical setting.
  - 17.03 Demonstrate proper use of the intercom.
- 18.0 Demonstrate an understanding of the basic sciences related to surgical technology. – The student will be able to:
- 18.01 Describe the concepts of microbiology and relate key principles to the surgical environment.
  - 18.02 Relate anatomy and physiology, to surgical procedures.
  - 18.03 Apply the principles of medical/surgical asepsis to surgery.
  - 18.04 Apply infection control techniques following Center for Disease Control (CDC) guidelines for surgery
  - 18.05 Discuss the principles of electricity and robotics as they relate to surgery.
- 19.0 Demonstrate knowledge of pharmacology and math calculation principles related to the surgical environment. -The student will be able to:
- 19.01 Describe pharmacological concepts relative to the administration of all anesthesia types.
  - 19.02 Define both pharmacokinetics and pharmacodynamics.
  - 19.03 Identify classification, actions, and effects, of common drugs used at the field, and within the surgical environment.
  - 19.04 Identify correct medication form and method of application.
  - 19.05 Apply the six rights of medication administration.
  - 19.06 Measure and pour sterile solutions.
  - 19.07 Label properly all fluids and medications within the sterile field
  - 19.08 Apply correct mathematical skills related to dosage available versus dosage needed, when drawing up or accepting medications.
  - 19.09 Apply correct unit of measure for each medication.
  - 19.10 Verify correct medication doses with circulator.
  - 19.11 Construct medication ratio and proportions correctly for surgeon use.
  - 19.12 Define the appropriate methods of transferring and accepting medications onto the sterile field.
  - 19.13 Analyze and assemble correctly all medication supplies, for each drug to be used on the sterile field.
  - 19.14 Maintain an accurate account of amount of each medication used at the field.
- 20.0 Describe and practice safety measures in the surgical environment. – The student will be able to:
- 20.01 Inspect emergency equipment and supplies for condition and quantity.
  - 20.02 Check electrical equipment in the operating room.
  - 20.03 Identify appropriate safety measures for laser surgery.
  - 20.04 Implement appropriate Joint Commission patient safety goals.
  - 20.05 Describe the role of the surgical technologist in a disaster situation.

21.0 Perform patient care procedures related to the surgical environment and describe methods for meeting patient's needs. – The student will be able to:

- 21.01 Perform patient transfer/transportation techniques used in the operating room.
- 21.02 Assist with positioning and apply safety devices to the patient for surgery
- 21.03 Ground patient and connect electrosurgical cautery unit.
- 21.04 Describe the roles of anesthetist and circulating nurse during induction.
- 21.05 Prepare the operative site.
- 21.06 Perform steps for Foley catheter insertion and connecting to drainage
- 21.07 Apply sterile dressing and bandage.

22.0 Demonstrate knowledge of the skills necessary to function safely and effectively. – The student will be able to:

- 22.01 Select and verify instruments, equipment and supplies, including any implants needed for surgical procedures using surgeon preference/procedure cards including those identified as “have available/hold items”. .
- 22.02 Measure and pour sterile solutions.
- 22.03 Perform surgical scrub.
- 22.04 Put on sterile gown and gloves.
- 22.05 Drape tables and solution stands.
- 22.06 Set up sterile mayo stand and instrument table.
- 22.07 Prepare sutures, ligatures, ties.
- 22.08 Prepare, pass, and monitor amount given for medications used on the sterile field.
- 22.09 Assist surgeon in gowning and gloving.
- 22.10 Assist in draping patient, pass instruments, monitor field.
- 22.11 Identify/correct and/or report breaks in aseptic technique.
- 22.12 Monitor body fluids, e.g. blood loss, ascites.
- 22.13 Perform complete counts with R.N.
- 22.14 Identify principles and demonstrate techniques of disinfection and sterilization.
- 22.15 Assist in removing/applying cast.
- 22.16 Assist in maintaining retraction, cutting suture and holding instruments as directed by the surgeon in the second assistant role.
- 22.17 Prepare specimen for laboratory analysis.
- 22.18 Decontaminate instruments equipment and environment.
- 22.19 Replenish supplies and equipment.
- 22.20 Describe how to update procedure/preference cards.
- 22.21 Apply electrical knowledge to safe patient care practices in surgery.

23.0 Demonstrate knowledge of and assist with surgical procedures. – The student will be able to:

- 23.01 Identify preoperative diagnosis, common complications, and operative pathology relating to specific surgical procedures.
- 23.02 List and describe types of incisions and wound closures.
- 23.03 Describe the usual sequence of a common surgical procedure (i.e. incision into the anatomy, dissection of the anatomy and closing of the anatomy.)
- 23.04 Demonstrates the ability to select the appropriate instrument, equipment, or supply for each step of the procedure.

- 23.05 Demonstrates proper cost effective methods including the ability to identify “have available/hold items”...
- 24.0 Demonstrate an understanding of legal and ethical responsibilities specific to surgical technology. – The student will be able to:
  - 24.01 State methods, standards and aids that assist a surgical technologist with interpreting and following legal responsibilities.
  - 24.02 Describe the role of the surgical technologist in the healthcare setting. Provide health care within the ethical/legal framework of the surgical technologist’s role.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Surgical First Assistant  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351090908
Program Type	College Credit Certificate (CCC)
Program Length	59 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2055 Surgical Technologists 31-9099 Healthcare Support Workers, All Other
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Surgical First Assisting AS degree program (1351090900).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 program is designed to prepare students for employment as a Surgical First Assistant Expanded Function (Surgical technologists is SOC 29-2055). The program should meet the requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The content includes, but is not limited to, communication and interpersonal skills, legal and ethical responsibilities, anatomy, physiology, pathophysiology, microbiology, aseptic techniques, patient care procedures, surgical procedures, patient safety, use and care of equipment and supplies, CPR, Heartsaver, employability skills, basic computer literacy and surgical first

assistant skills such as preoperative duties, aid in exposure, hemostasis, closure, intraoperative technical functions, and postoperative duties under the direction and supervision of the surgeon. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

In a simulated surgical environment, students practice preparing, setting up and maintaining a sterile field, sterilization and disinfection procedures, preparation of supplies and equipment for surgery, and patient preparation.

Clinical learning experiences in an operating room and related areas are an integral part of this program.

The Human Patient Simulator (HPS) or other accepted simulation scenarios may be used for a limited number of clinical hours. A low teacher-student ratio in the lab and clinical area is strongly recommended. The recommended maximum ratio is 1:8.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

The Surgical First Assistant Core Curriculum should be taught by qualified staff as outlined in the most recent approved CAAHEP (Commission on Accreditation on Allied Health Education Programs) accreditation standards and guidelines.

Entering students who have successfully completed the program 0317.021100, Surgical Technology or are currently Nationally Certified as a CST (Certified Surgical Technologist) or SA-C (Surgical Assistant-Certified) should be given appropriate advanced standing.



After successful completion of an approved and accredited surgical first assistant program, students are eligible to take the National Board of Surgical Technology and Surgical Assisting First Assistant exam as approved.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.

- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate Central Sterile Processing Skills.
- 13.0 Demonstrate Competencies in the Core Components of the Surgical First Assistant - Communication and Interpersonal Skills.
- 14.0 Demonstrate an understanding of the basic sciences related to Surgical First Assisting.
- 15.0 Describe and practice safety measures in the surgical environment.
- 16.0 Perform patient care procedures related to the surgical environment and describe methods for meeting patients' needs.
- 17.0 Demonstrate knowledge of the basic surgical skills necessary to function safely and effectively.
- 18.0 Demonstrate Competencies in the Core Components of the Surgical First Assistant - Knowledge and Skills.
- 19.0 Demonstrate Competencies in the Core Components of the Surgical First Assistant - Legal and Ethical Responsibilities.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Surgical First Assistant  
**CIP Number:** 0351090908  
**Program Length:** 59 credits  
**SOC Code(s):** 29-2055; 31-9099

This certificate program is part of the Surgical First Assisting AS degree program (1351090900).

**Health Careers Core:** The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.

At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a healthcare team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Recognize methods for building positive team relationships.
  - 01.09 Analyze attributes and attitudes of an effective leader.
  - 01.10 Recognize factors and situations that may lead to conflict.
  - 01.11 Demonstrate effective techniques for managing team conflict.
  - 01.12 Describe factors that influence the current delivery system of healthcare.
  - 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self-image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures. – The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org))

06.0 Recognize and respond to emergency situations. – The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures. – The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills. – The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job.
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search.
- 09.06 Complete a job application form correctly.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 09.09 Identify acceptable work habits.
- 09.10 Recognize appropriate affective/professional behavior.
- 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).

10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

11.0 Apply basic math and science skills. – The student will be able to:

- 11.01 Draw, read, and report on graphs, charts and tables.
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimations and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular to 24 hour time.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Organize and communicate the results obtained by observation and experimentation.
- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios

Students completing intended outcomes 12-19 will meet the requirements of the Surgical First Assistant –CCC Program (SOC Code 29-2055). After successful completion of an approved program, students are eligible to take the Association of Surgical Technologists and Surgical Assistants National Certification Examination for surgical technologist/surgical first assistant.

12.0 Demonstrate Central Sterile Processing Skills The student will be able to:

- 12.01 Apply the principles of medical/surgical asepsis.
- 12.02 Apply infection control techniques following Center for Disease Control (CDC) guidelines.
- 12.03 Identify relevant federal, state and local guidelines, standards and regulations.
- 12.04 Apply ergonomic considerations and appropriate body mechanics for lifting, turning, pulling, pushing, reaching, and other work related activities. Describe the importance of following device, equipment, instrument or supply manufacturer's instructions for processing, operation, and troubleshooting.
- 12.05 Analyze and demonstrate the decontamination and disinfection process for instruments equipment and the environment including unique situations such as heat sensitive, hazardous, or delicate. ..
- 12.06 Demonstrate appropriate techniques for inspection and testing of equipment and supplies for condition, quantity and quality.
- 12.07 Demonstrate the ability to package and label instruments, good, and supplies correctly.
- 12.08 Evaluate and demonstrate the use of sterilization process monitors, sterilization units, sterilizations cycles and documentation methods noting the safe parameters for each.
- 12.09 Identify proper storage and transportation standards for supplies in the facility (receivables, sterile, clean, or contaminated).
- 12.10 Demonstrate ability to identify/correct and/or report package integrity.
- 12.11 Demonstrates restocking of supplies and equipment.
- 12.12 Demonstrates the ability to identify and select appropriate instruments, equipment and supplies for any surgical procedure.
- 12.13 Demonstrate the ability to package and label goods and supplies as required.
- 12.14 Describe various supply distribution methods.
- 12.15 Discuss the principles and use of various inventory control systems.

Students completing intended outcomes 13-19 will meet the requirements of the Surgical First Assistant –CCC Program (SOC Code 29-2055). After successful completion of an approved program, students are eligible to take the Association of Surgical Technologists and Surgical Assistants National Certification Examination.

13.0 Demonstrate Competencies in the Core Components of the Surgical First Assistant - Communication And Interpersonal Skills -- The student will be able to:

- 13.01 Use various forms of communication in the role of Surgical First Assistant to communicate relevant, accurate and complete information in a concise and clear manner.
- 13.02 Collaborate with the patient, surgeon, and other members of the Healthcare team to assess, plan, implement, and evaluate the patient's surgical care to promote positive outcomes.

- 13.03 Demonstrate proper use of communication technology including but not limited to intercoms, computers, paging systems.
  - 13.04 Demonstrate patient interviewing techniques.
  - 13.05 Facilitate teamwork as a patient advocate and assistant to the surgeon.
  - 13.06 Demonstrate competency regarding reporting and documentation responsibilities in the clinical setting.
  - 13.07 Identify characteristics and recognize methods of creating effective teams.
  - 13.08 Employ leadership skills to accomplish organizations goals and objectives.
  - 13.09 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks.
  - 13.10 Conduct and participate in meetings to accomplish work tasks.
  - 13.11 Employ mentoring skills to inspire and teach others.
- 14.0 Demonstrate An Understanding Of The Basic Sciences Related To Surgical First Assisting--The student will be able to:
- 14.01 Apply knowledge of the microbial environment to the surgical care of the patient.
  - 14.02 Relate anatomy, physiology and pathophysiology, to surgical procedures.
  - 14.03 Apply the principles of medical and surgical asepsis to surgery.
  - 14.04 Discuss electricity, computers, and robotics as they relate to surgery.
  - 14.05 Describe pharmacological concepts relative to the administration of all anesthesia types including the role of the anesthetist and the circulator during induction.
  - 14.06 Identify the classification, actions and effects of common drugs used at the field, and within the surgical environment.
  - 14.07 Apply knowledge of the pharmacologic agents used in the treatment of the surgical patient.
- 15.0 Describe And Practice Safety Measures In The Surgical Environment--The student will be able to:
- 15.01 Inspect emergency equipment and supplies for condition and quantity.
  - 15.02 Implement appropriate Joint Commission patient safety goals.
  - 15.03 Apply knowledge of surgical hazards to safe patient care.
  - 15.04 Demonstrate the safe inspection and utilization of laser, electrical, endoscopic, and robotic equipment.
  - 15.05 Describe and practice appropriate safety measures for laser, electrical, endoscopy and robotic surgery.
  - 15.06 Identify the correct medication form and method of application.
  - 15.07 Apply the six rights of medication administration.
  - 15.08 Label properly all fluids and medications within the sterile field.
  - 15.09 Describe the role preventive maintenance, prevention, correction, and documentation plays in patient and personnel safety and the prevention of medical errors in the surgical setting.
  - 15.10 Explain the purpose of Florida's "Right to Know" law and its provisions.
  - 15.11 Describe the protocol for personal injury including the completion of incident/occupancy reports and follow up.
  - 15.12 Describe the preparation and planning, detection and communication, incident management and support systems, safety and security, clinical/public health assessment and intervention, contingency, continuity and recovery and the public health law and ethics of All-Hazards Preparation for disasters.



- 15.13 Conduct technical research to gather information for decision-making.
  - 15.14 List and describe quality control systems and/or practices common to the workplace.
  - 15.15 Employ critical thinking skills independently and in teams to solve problems, resolve conflicts, and make decisions.
- 16.0 Perform Patient Care Procedures Related To The Surgical Environment And Describe Methods For Meeting Patient's Needs--The student will be able to:
- 16.01 Perform safe patient transfer/transportation techniques used in the perioperative setting.
  - 16.02 Apply the principles of safe positioning and restraining patient for surgery.
  - 16.03 Apply the principles of safe usage of the electrosurgical unit, laser, endoscopes, robotic and other equipment utilized during the perioperative period.
  - 16.04 Identify the roles of the members of the surgical team during each phase of surgery.
  - 16.05 Perform steps for foley catheter insertion and connection to drainage.
  - 16.06 Assist surgeon with the perioperative care of the surgical patient.
  - 16.07 Apply the perioperative principles of preoperative patient assessment and preparation, techniques and methods of anesthesia related to the type of surgical procedure and principles of postoperative anesthetic management.
  - 16.08 Apply correct mathematical skills related to dosage available versus dosage needing when drawing up or administering medications.
  - 16.09 Apply knowledge of wound management techniques, including suturing techniques in the operating room, perioperative care of special needs patients, and perioperative assessment of the skin.
- 17.0 Demonstrate Knowledge Of The Basic Surgical Skills Necessary To Function Safely And Effectively--The student will be able to:
- 17.01 Demonstrate an understanding of the disease processes and the relationship of the processes to the specific types of pathologies according to body systems.
  - 17.02 Describe the preoperative diagnosis, operative anatomy, physiology and pathology, usual incision, wound closure techniques, medications utilized, common complications, and the usual sequence related to specific surgical procedures.
  - 17.03 Select instruments, equipment and supplies for surgical procedures using surgeon preference/procedure cards.
  - 17.04 Measure and pour sterile solutions.
  - 17.05 Perform surgical scrub.
  - 17.06 Don sterile gown and gloves.
  - 17.07 Create a sterile field using sterile drapes for instrument tables and solution stands.
  - 17.08 Set up sterile mayo stand and instrument table.
  - 17.09 Prepare sutures, ligatures, ties.
  - 17.10 Prepare, pass, and monitor amount given for medications utilized on the sterile field.
  - 17.11 Assist surgeon in gowning and gloving.
  - 17.12 Assist in draping patient, pass instruments, monitor field.
  - 17.13 Identify/correct and/or report breaks in aseptic technique.

- 17.14 Monitor fluids including irrigation fluids and body fluids lost, e.g. blood loss, ascites.
- 17.15 Assist in ensuring the prevention of foreign body retention including completing counts with R.N..
- 17.16 Demonstrate the ability to select the appropriate instrument, equipment, or supply for each step of the procedure.
- 17.17 Assist in removing/applying cast.
- 17.18 Prepare specimen for laboratory analysis.
- 17.19 Prepare and/or update procedure cards.
- 17.20 Demonstrates knowledge of and assists with surgical procedures while functioning in the roles of scrub and assistant circulator.
- 17.21 Demonstrates proper cost effective methods regarding resources utilized during the care of the patient.

### **Surgical First Assistant Advanced Skills**

#### 18.0 Demonstrate Competencies In The Core Components of the Surgical First Assistant - Knowledge and Skills -- The student will be able to:

- 18.01 Prioritize care or actions to be taken in a given circumstance to expedite the operative procedure or emergency situation.
- 18.02 Describe preoperative diagnosis, common complications, operative pathophysiology and postoperative care related to the specific surgical procedures performed.
- 18.03 Analyze and relate common patient diagnostic and monitoring results to the surgeon as applicable to the surgical specialty.
- 18.04 Assist surgeon and/or healthcare team with preoperative preparation of the patient to facilitate proper patient care including but not limited to positioning, draping, and sterile setup preparation.
- 18.05 Demonstrate and describe types of incisions.
- 18.06 Identify types of tissue, organs, and gross anatomical structures correctly during surgical procedures.
- 18.07 Demonstrate appropriate tissue handling techniques including the care of the surgical specimens.
- 18.08 Provide appropriate exposure and visualization of the operative field for the surgeon.
- 18.09 Describe the appropriate sequence for common surgical procedures.
- 18.10 Utilize appropriate techniques to assist with hemostasis.
- 18.11 Demonstrate appropriate safe surgical techniques when the case involves either thermal, radiological, laparoscopic, environmental, or other known surgical hazard.
- 18.12 Participate in volume replacement or autotransfusion techniques and medication administration as appropriate.
- 18.13 Select appropriate instruments and supplies for the type of tissue.
- 18.14 Demonstrate competence with technology, the use of instruments, equipment supplies and medications for the surgical procedure.
- 18.15 Use surgical instruments skillfully in ways consistent with their design and purpose.
- 18.16 Utilize appropriate techniques to assist with the closure of body planes.
- 18.17 Select and apply appropriate wound dressings.
- 18.18 Assist surgeon in securing drainage systems to tissue.

- 18.19 Evaluate patient and report appropriately any abnormal condition found post-op related to positioning.
  - 18.20 Assist surgeon with postoperative care of the patient to facilitate proper patient care.
  - 18.21 Demonstrate appropriate response to emergency situations including respiratory/cardiac arrest situations, sudden hypoxia, hemorrhage, shock, surgical misadventures, contamination, perforation of viscous or cavity, critical equipment failure, and exposure, retraction and compression injuries.
  - 18.22 Facilitate the continuity of care within and across the healthcare settings to access available resources and services.
- 19.0 Demonstrate Competencies In The Core Components Of The Surgical First Assistant - Legal And Ethical Responsibilities --The student will be able to:
- 19.01 State methods, standards and aids that assist a surgical first assistant with interpreting and following legal responsibilities.
  - 19.02 Describe the importance of maintaining credentials and following the appropriate credentialing policy in accordance with hospital policy and appropriate laws and regulations.
  - 19.03 Explain the job requirements.
  - 19.04 Demonstrate an understanding of the legal, ethical, moral, and professional responsibilities of working as a surgical assistant, and the professional skills necessary to fulfill the role.
  - 19.05 Provide health care within the ethical/legal framework of the job description including role responsibilities and limitations.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Diagnostic Medical Sonography Specialist  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351091001
Program Type	College Credit Certificate (CCC)
Program Length	42 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2032 Diagnostic Medical Sonographers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

The program is designed to prepare students for employment as diagnostic medical sonographers, SOC Code 29-2032, or to provide supplemental training for persons previously or currently employed in this occupation.

This certificate program is part of the Diagnostic Medical Sonography Technology AS degree program (1351091000).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 content includes but is not limited to anatomy, physiology and pathology of the abdominal, pelvic, and urogenital structures; physics; instrumentation; equipment standards; biological effect of ultrasound; patient care; clinical medicine; applications and limitations of ultra-sound;

related diagnostic procedures; image evaluation; administration; first aid and cardiopulmonary resuscitation; employability skills; leadership and human relations skills; health and safety.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program should meet the requirements of:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
361 Park St.  
Clearwater, FL 33756  
(727) 210-2350  
[www.caahep.org](http://www.caahep.org)

Written clinical affiliation agreements must be maintained with each health care facility. Health care facilities must be accredited by The Joint Commission.

The designation of PSV-C requires that the student have an associate degree in a related field of study (i.e. radiologic technology, nursing-RN, etc.). Upon the successful completion of the program the student will receive a Diagnostic Medical Sonography Specialist Certificate.

Students completing this program may apply to take one or both of the national registry examinations to obtain certification, for further information contact:

American Registry of Diagnostic  
Medical Sonographers (ARDMS)  
51 Monroe St. Plaza East 1  
Rockville, Maryland 20850-2400  
(301) 738-8401  
[www.ardms.org](http://www.ardms.org)

Or

American Registry of Radiologic Technologists (ARRT)  
1255 Northland Drive  
St. Paul, MN 55120-1155  
(612) 687-0048

[www.arrt.org](http://www.arrt.org)

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.

- 12.0 Demonstrate an awareness of the uses of ultrasound imaging, types of presentations, orientation, and relationships to other imaging modalities.
- 13.0 Demonstrate an awareness of the basic principles of ultrasound physics, emphasizing practical relationships of physics to proper diagnosis.
- 14.0 Demonstrate an awareness of ultrasound physics by exploring the various aspects of the field through individual experimentation.
- 15.0 Apply knowledge of the anatomy and scanning techniques related to the upper abdominal organs and systems.
- 16.0 Demonstrate an awareness of the basic principles of instrumentation common to the field of ultrasound.
- 17.0 Apply knowledge gained in instrumentation lecture and work with actual ultrasound scanners similar to those found in local hospitals.
- 18.0 Demonstrate awareness of knowledge of anatomy, pathology, and scanning techniques used in modern sonography for obstetrics and gynecology.
- 19.0 Apply knowledge of anatomy, pathology, and scanning techniques used in modern sonography for obstetrics and gynecology.
- 20.0 Demonstrate awareness of knowledge of anatomy, pathology, and scanning techniques used in modern sonography of the genitourinary system.
- 21.0 Develop a continuous awareness of the disease process.
- 22.0 Apply accumulated knowledge to the process of creating diagnostic sonograms.
- 23.0 Apply skills needed to complete diagnostic images of high quality from a variety of scanning units.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Diagnostic Medical Sonography Specialist  
**CIP Number:** 0351091001  
**Program Length:** 42 credit hours  
**SOC Code(s):** 29-2032

This certificate program is part of the Diagnostic Medical Sonography Technology AS degree program (1351091000). At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat the intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.



- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities—The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Diagnostic Medical Sonography Specialist: The intended outcomes complete the occupational completion point of Diagnostic Medical Sonography Specialist.**

12.0 Demonstrate an awareness of the uses of ultrasound imaging, types of presentations, orientation, and relationships to other imaging modalities—The student will be able to:

- 12.01 Describe the relationship of ultrasound to other imaging fields.
- 12.02 Explain the role of the sonographer.
- 12.03 Describe and explain the proper uses of orientation and standard labeling of ultrasound images.
- 12.04 Describe/Explain protocol for a sonogram from the time the exam is ordered to the time your patient is ready to be scanned.
- 12.05 Explain the basic concepts of ultrasound equipment available and demonstrate safety in their use and basic techniques of scanning.
- 12.06 Explain and use the criteria for image evaluation and specifically of special sonographic parameters.
- 12.07 Describe special problems encountered and methods to improve medical ethics in sonography.
- 12.08 Describe the organizational structure common to most hospitals with special emphasis placed on the role of the ultrasound department.
- 12.09 Describe the relationship of the sonographer to the patients and their special needs.

13.0 Demonstrate an awareness of the basic principles of ultrasound physics, emphasizing practical relationships of physics to proper diagnosis—The student will be able to:

- 13.01 Explain what sound is and its characteristics.
- 13.02 Compare the difference between pulsed and continuous wave sound.
- 13.03 Explain amplitude and intensity of sound as it applies to the field of ultrasound.
- 13.04 Describe the causes and effects of attenuation and acoustic impedance on ultrasound.
- 13.05 Identify the causes and effects of incidence, scattering and refraction of ultrasound.
- 13.06 Explain the Doppler effect and its use in medicine.
- 13.07 Describe the factors of attenuation versus depth penetration of ultrasound in human tissue.
- 13.08 Identify resolution and controlling factors of resolution as applied to the field of ultrasound.

14.0 Demonstrate an awareness of ultrasound physics by exploring the various aspects of the field through individual experimentation—The student will be able to:

- 14.01 Discuss and demonstrate the basic principles governing sound and sound interaction in various types of tissue.
- 14.02 Describe and demonstrate the conditions affecting sound transmission such as the attenuation factors.
- 14.03 Relate mathematical formulas to the action of sound at interfaces of various qualities.
- 14.04 Describe resolution and its effect on the final image.
- 14.05 Describe and demonstrate the factors that control and determine both axial, elevational and lateral resolution.

15.0 Apply knowledge of the anatomy and scanning techniques related to the upper abdominal organs and systems–The student will be able to:

- 15.01 Draw and label the gross upper abdominal organs in both longitudinal and transverse dimensions.
- 15.02 Identify the gross upper abdominal anatomy as demonstrated by sonography, and common anatomic drawings.
- 15.03 Explain the physiology of the upper abdominal organs and the related lab examinations.
- 15.04 Explain the normal preparations for the sonographic demonstration of the upper abdominal organs.
- 15.05 Explain the protocol for (actual) scanning sonographically the upper abdominal organs.
- 15.06 Explain the common pathology related to the upper abdomen and correlate with special scanning techniques.
- 15.07 Demonstrate the normal anatomy of the upper abdomen with a real-time device.
- 15.08 Explain the various types of equipment and their selection in performing an ultrasound exam.
- 15.09 Explain and use the various techniques of instrumentation required to create a diagnostic sonogram.
- 15.10 Explain and use the methods of patient preparation and care before and during a sonogram.
- 15.11 Present a sonographic exam in completed form.
- 15.12 Perform a complete ultrasound examination of the upper abdomen with little if any assistance (from patient preparation to final reading).
- 15.13 Demonstrate skills to develop and maintain the special relationship of the sonographer to the patient and to other persons in medicine.
- 15.14 Demonstrate laboratory safety techniques as related to sonographic imaging units in the patient examination situation.
- 15.15 Use basic techniques for orientation and labeling of sonographic images.
- 15.16 Describe the preparations and over-all procedures for a typical ultrasound examination of the upper abdomen.
- 15.17 Identify gross abdominal structures as demonstrated by ultrasound such as the liver, gall bladder, aorta, inferior vena cava, stomach, pancreas, bowel and spleen.

16.0 Demonstrate an awareness of the basic principles of instrumentation common to the field of ultrasound–The student will be able to:

- 16.01 Describe piezoelectric effects.
- 16.02 Describe both static and real-time transducer construction.
- 16.03 Discuss historical perspective of scanner development.
- 16.04 Explain and describe signal processing how it effects image presentations.
- 16.05 Discuss basic unit construction in the form of block diagrams static, real-time and Doppler.
- 16.06 Describe the purpose and use of typical controls located on static, real-time and Doppler ultrasound scanners.
- 16.07 Identify methods of determining and assuring quality control both sonographically and photographically.

- 16.08 Demonstrate communication skills required on a daily basis in the typical sonography setting.
- 16.09 Discuss causes, detection and control of factors that may create biologic effects in human tissue with insonation at the diagnostic medical exposure level.
- 17.0 Apply knowledge gained in instrumentation lecture and work with actual ultrasound scanners similar to those found in local hospitals—The student will be able to:
  - 17.01 Develop and use patient information systems and impressions.
  - 17.02 Explain the various types of transducers available on the market, their construction and selection for sonographic imaging.
  - 17.03 Explain and use amplification in all its forms to produce a diagnostic quality sonogram.
  - 17.04 Explain and use power to produce a diagnostic quality sonogram.
  - 17.05 Explain and use the various forms of processing to produce a diagnostic quality sonogram.
  - 17.06 Explain and use the various types of scanning movements required to produce diagnostic quality sonograms.
  - 17.07 To explain and recognize typical artifacts as found in sonographic imaging and photography.
  - 17.08 Explain and use a test object.
  - 17.09 Quality assurance and equipment maintenance & testing
- 18.0 Demonstrate awareness of knowledge of anatomy, pathology and scanning techniques used in modern sonography for obstetrics—The student will be able to:
  - 18.01 Describe the basic stages of embryology and sonographic relationships.
  - 18.02 Describe events occurring in the first trimester and their relationship to ultrasound.
  - 18.03 Discuss anatomy, physiology and pathology of the various stages of fetal development as related to ultrasound.
  - 18.04 Discuss anatomy, physiology and pathology of the placenta at all stages of development.
  - 18.05 Describe methods for determining gestational and fetal growth by ultrasound and physical examination methods.
  - 18.06 Identify specific diseases common to the gestational period.
  - 18.07 Describe normal anatomy of the female pelvis and its relationship to ultrasound.
  - 18.08 Compare normal and abnormal states of embryology in the human as demonstrated by ultrasound.
  - 18.09 Explain the normal anatomy of the pregnant uterus and dating techniques of the fetus and placenta.
  - 18.10 Compare the normal and pathologic appearance of the fetus.
  - 18.11 Demonstrate special techniques of ultrasound scanning and collateral processes during pregnancy.
- 19.0 Apply knowledge of anatomy, pathology, and scanning techniques used in modern sonography of the pelvis—The student will be able to:
  - 19.01 Explain sonographic evaluation of the female pelvis in the pathologic state.
  - 19.02 Discuss anatomy, physiology and pathology of the female reproductive organs.

- 19.03 Describe the normal anatomy and scanning techniques used to demonstrate the female and male pelvis.
  - 19.04 Describe pathology common to the human pelvis and special techniques for demonstrating sonographically.
  - 19.05 Explain the process used to develop pelvic mass charts and their use.
- 20.0 Demonstrate awareness of knowledge of anatomy, pathology, and scanning techniques used in modern sonography of the genitourinary system—The student will be able to:
- 20.01 Identify anatomy of renals.
  - 20.02 Describe physiology of renals.
  - 20.03 Discuss pathology of renals.
  - 20.04 Explain scanning techniques of renals.
  - 20.05 Discuss anatomy, physiology, pathology and scanning techniques of adrenals.
  - 20.06 Discuss gross anatomy, pathology and scanning techniques of the ureters, urinary bladder, prostate, testicles.
  - 20.07 Compare the normal and pathologic anatomy of the human renal system to include adrenals.
  - 20.08 Describe the scanning techniques common to sonographic imaging of the renals and the adrenals.
- 21.0 Develop a continuous awareness of the disease processes—The student will be able to:
- 21.01 Discuss basic concepts of the causes of disease.
  - 21.02 Discuss common urogenital pathology.
  - 21.03 Discuss gastrointestinal diseases.
  - 21.04 Discuss common pathology found in obstetrics and gynecology.
  - 21.05 Discuss common pathology found in the cardiovascular system.
  - 21.06 Discuss common pathology found in hepatobiliary system to include: liver, gallbladder, pancreas and spleen.
- 22.0 Apply accumulated knowledge to the process of creating diagnostic sonograms—The student will be able to:
- 22.01 Complete in all aspects a diagnostic sonogram with emphasis on:
    - 22.01.01 patient identification
    - 22.01.02 patient interaction
    - 22.01.03 general attitude
    - 22.01.04 creation of sonogram
    - 22.01.05 safety
    - 22.01.06 recognition of anatomy, both normal and pathologic.
  - 22.02 Complete routine documentation associated with a typical ultrasound department.
- 23.0 Apply skills needed to complete diagnostic images of high quality from a variety of scanning units—The student will be able to:
- 23.01 Perform complete and diagnostic examinations of the abdomen, pelvis and obstetrical patient using real-time and/or static devices.
  - 23.02 Present completed examinations in detail with justification of all techniques, methods and procedures used to obtain data.

- 23.03 Identify gross pathology of the abdomen, pelvis and obstetrical patient, both on sonograms and related imaging modalities.
- 23.04 Perform all preliminary procedures leading to actual examination by sonography and all procedures necessary post examination.
- 23.05 Demonstrate skills needed to relate with tact and diplomacy with patients, physicians, nurses, other imaging personnel and the general hospital population.
- 23.06 Demonstrate those characteristics that reflect the high degree of professionalism associated with the field of ultrasound.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Physician Assistant  
**Career Cluster:** Health Science

	AS	AAS
CIP Number	1351091200	0351091200
Program Type	College Credit	College Credit
Standard Length	87 credit hours	87 credit hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	29-1071	29-1071
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 content includes but is not limited to anatomy, physiology, microbiology, chemistry, physical diagnosis, pathophysiological basis of disease, electrocardiography/cardiology, pharmacology, pharmacotherapeutics, clinical diagnostic imaging, medical ethics/risk management, introduction to medicine, surgical problems and procedures, family medicine, internal medicine, pediatrics, obstetrics, emergency medicine and psychiatry.

### **Program Structure**

This program is a planned sequence of instruction consisting of 87 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these

occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program is designed to prepare students for employment as physician assistants SOC Code 29-1071 (Physician Assistants).

The program **must** meet the requirements of:

Accreditation Review Commission on Education for the Physician Assistant  
12000 Findley Road, Suite 240  
Duluth, GA 30097

Prerequisites: Students must have completed postsecondary education including successful completion of TOEFL and CPT, prior to being admitted to the Physician Assistant Program. A background in the medical field is strongly recommended in order to aid the student in this program. Upon successful completion of this program, the student will receive an associate degree in science for physician assistant. Students completing this program may apply to take the national certification examination:

National Commission on Certification of Physician Assistants Examination  
2845 Henderson Mill Road, NE  
Atlanta, GA 30341  
(770) 493-9100

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 87 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Recognize interdependent relationship with supervising physician.
- 13.0 Maintain competency.
- 14.0 Promote acceptance of the role
- 15.0 Promote preventive health care.
- 16.0 Demonstrate professional behavior.
- 17.0 Establish effective interpersonal relationships with patients, professionals, and others.

- 18.0 Establish health status data base.
- 19.0 Analyze health status data base to formulate management plan.
- 20.0 Formulate health management plan.
- 21.0 Implement health management plan.
- 22.0 Monitor health management plan.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Physician Assistant  
**CIP Numbers:** 1351091200 A.S., 0351091200 A.A.S.  
**Program Length:** 87 credit hours  
**SOC Code(s):** 29-1071

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.

- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities–The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts–The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.

- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
  
- 09.0 Demonstrate employability skills—The student will be able to:
  - 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
  - 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
  
- 11.0 Apply basic math and science skills—The student will be able to:
  - 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.



- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

### **Physician Assistant (12-22)**

12.0 Recognize the interdependent relationship with supervising physician—The student will be able to:

- 12.01 Accept that the role of the physician assistant is limited by the: supervising physician, legislation and regulations, local circumstances, individual competencies, hospital regulations, patients, and other health professions.
- 12.02 Resist compromises in the practice of medicine when conflicting with professional ethics.
- 12.03 Express professional opinion on matters of patient care, even if different from supervising physician's opinion.
- 12.04 Express the limitations of the role when necessary to the supervising physician, other health professionals, and patient and family.

13.0 Maintain competency—The student will be able to:

- 13.01 Engage in period review of professional skills (self-assessment, etc.)
- 13.02 Devise and maintain program of formal and informal CME based upon recognized needs.
- 13.03 Acquire knowledge and skills essential to incorporating into practice proven new evaluation/treatment modalities.
- 13.04 Maintain an ongoing library of appropriate journals and books.
- 13.05 Maintain membership in professional organizations.
- 13.06 Obtain/maintain certification as a PA.
- 13.07 Critically review the current medical literature.

14.0 Promote acceptance of the role—The student will be able to:

- 14.01 Explain role by actions and words to others.
- 14.02 Display sensitivity to the partial overlapping and possible sharing of responsibilities with other health professionals.
- 14.03 Use formal and informal conflict resolution techniques including adjusting activities, fostering improved working relationships and helping behavior.
- 14.04 Transmit reference materials to relevant professionals concerning physician assistant functions and utilization.
- 14.05 Assess within the work group the behavior of individuals and group actions to facilitate problem solving or prevent problems from arising.
- 14.06 Know and implement strategies useful in gaining acceptance of the role within the community.
- 14.07 Give talks to groups interested in the PA concept.
- 14.08 Seek out or counsel prospective PA students.
- 14.09 Write articles for local newspaper about the PA concept.
- 14.10 Submit articles for publication.
- 14.11 Initiate contact with other physicians in the area to promote the PA concept.
- 14.12 Participate in community health programs.
- 14.13 Initiate change in routine protocol.

15.0 Promote preventive health care—The student will be able to:

- 15.01 Educate patient and family concerning health care measures, including periodic physical examinations, blood pressure screening, exercise and diet, daily dental hygiene and periodic checkups, regular vision checkups, screening for glaucoma, testicular self-exam, breast self-examination/Mammography, pap smear, warning signs of cancer, use of tobacco, alcohol, other drugs, use of seat belts and child restraints in cars, childhood and adult immunization, accident prevention, poisoning prevention, prevention of acquired infections (i.e., pneumonia's, STD's, hepatitis), prevention of common childhood conditions, safer sex methods, environmental hazards, occupational hazards, and prevention of family violence.
- 15.02 Perform screening examinations, including well baby checkups, periodic physical examinations, prenatal examinations, and chronic disease checkups (e.g., hypertension, diabetes, obesity, arthritis, etc.)
- 15.03 Provide sex education, including contraception, sexually transmitted diseases, including HIV, sexual dysfunctions, dyspareunia, vaginismus, safer sex methods, and sexuality in the physically impaired.
- 15.04 Provide counseling to patient and family concerning anxiety reaction, obsessive-compulsive neurosis, depression (non-psychotic), maladaptive disorders, marital, divorce, family relationship problems, adjustments to aging, social isolation, developmental problems of adolescence, behavior problems of children and adults, chronic illness/handicapping conditions, death and dying, psychosomatic illness, mental retardation, sexual problems (e.g., impotency, frigidity, dyspareunia), alcohol/drug abuse, acute/self-limiting illness, and terminal illness.
- 15.05 Review, recommend and/or distribute patient education materials e.g., health education pamphlets, books, films, slide shows, tapes, and the use of models, community health groups, and the use of other patients as resources.

16.0 Demonstrate professional behavior—The student will be able to:

- 16.01 Demonstrate attributes, such as empathy, objectivity, recognition of personal and professional limitations; stress coping mechanisms and confidence in professional identity.
- 16.02 Demonstrate attributes by showing respect for the feelings and attitudes of others, maintaining patient confidentiality, accepting personal and professional limitations by admitting to errors, accepting criticism, seeking continued intellectual growth, persisting in effecting constructive change and showing patience in dealing with the change process.

17.0 Establish effective interpersonal relationships with patients, professionals, and others—The student will be able to:

- 17.01 Adapt suitable interviewing style in order to enhance communication, elicit relevant biopsychosocial history, ascertain patient's understanding of historical data, decide on appropriate mode/procedures of presenting information, question patients in terms that are appropriate to their level of understanding, clarify clues to other history data, modify interviewing techniques where appropriate, solicit feedback concerning communication, provide feedback concerning

communication, and determine patient's understanding/acceptance of health problems.

- 17.02 Accept personal, cultural, and professional factors affecting health, accept patient's limitations in perceiving health status, accept patient's ability (inability) to comply with therapeutic programs, accept existing uncertainties in the management of personal health, accept and respect feelings and attitudes of others, and acknowledge limitations of community resources.
  - 17.03 Assist patient/family in handling/expressing feelings, regarding personal problems, illness/death, acceptance of patient's condition/progress, and the relationship of patient's psychological needs to physical condition.
  - 17.04 Recognize changes in patient's psychological state by observing patient's general appearance and behavior, mood changes, and identify factors influencing patient's psychological state.
  - 17.05 Maintain relationship with referred patient by explaining why referral is necessary, continuing to monitor referred patient's progress, providing information pertinent consultation/referral, and updating patient's record according to referral outcomes.
  - 17.06 Demonstrate concern of patient's privacy, modesty, anxieties during the examination by explaining procedures, draping patient appropriately, checking on patient's comfort, warming instruments, responding to patient's inquiries, reassuring patient during all interactions and using a chaperone.
  - 17.07 Transmit and record information by preparing patient summaries, including admission and discharge notes, writing accident/incident reports, writing problem oriented progress notes, preparing correspondence, recording immunizations on special records, performing careful telephone interviews, completing insurance forms, and writing problem lists.
- 18.0 Establish health status data base—The student will be able to:
- 18.01 Modify data gathering process to take into account sex of including problem-specific examination, follow-up versus initial the patient, the problem, age of the patient, physical condition of the patient, pathophysiology and problem of examination, insurance examination, compensation examination, school examination, sports examination and postpartum examination.
  - 18.02 Elicit pertinent medical and psychological history by eliciting chief complaint, obtaining history of present illness, obtaining past medical history, and reviewing body system.
  - 18.03 Perform complete or problem-specific physical examination as pertinent.
  - 18.04 Obtain information from screening and diagnostic tests as pertinent by ordering and/or performing screening and diagnostic tests, obtaining specimens, understanding the indications for and significance of abnormal results for screening and diagnostic tests ordered as outlined by American Academy of Physician Assistants.
  - 18.05 Record and transmit findings by summarizing pertinent aspects of history and physical examination and preparing patient summaries and progress notes.
- 19.0 Analyze health status data base to formulate management plan—The student will be able to:
- 19.01 Differentiate between normal and abnormal information contained in the data base and gather additional information as indicated by abnormal findings in the

adult and child history and physical examinations, newborn physical examinations, diagnostic tests and geriatric multi-disciplinary assessment.

19.02 Based on assessment of data base, establish, with physician consultation, a working diagnosis of common problems, including, but not limited to the diagnostic clusters as outlined by American Academy of Physician Assistants.

20.0 Formulate health management plan—The student will be able to:

- 20.01 Prioritize problems to be managed
- 20.02 Formulate a management plan for problems identified.
- 20.03 Devise plan to coordinate multiple treatment modalities.
- 20.04 Select therapeutic measures by considering patient's sociocultural environment, cost implications of decision on behalf of the patient and motivation of patient to comply with recommended treatment.
- 20.05 Select supportive services to be involved in patient care, to include the supervising physician, the patient's family, other health professionals and community resources and services.
- 20.06 Describe parameters of patient education relating to immediate problems, and others, such as: planning limitation of activities and planning scheduled follow-up.
- 20.07 Implement appropriate The Joint Commission patient safety goals.

21.0 Implement health management plan—The student will be able to:

- 21.01 Educate patient and family concerning immediate problem(s), follow-up to deferred problems, home care, pregnancy, childbirth and parenthood as outlined in American Academy of Physician Assistants.
- 21.02 Contact selected supportive services to be involved in patient care.
- 21.03 Provide information pertinent to consultative/referral.
- 21.04 Provide treatment of common problems by carrying out the management plan, including the initiating of the following medical therapies/procedures when indicated such as administer medications, all routes, perform musculoskeletal therapies, perform pulmonary therapies, eye, ear, nose and throat therapies, cardiovascular therapies, gastrointestinal therapies, genitourinary therapies, obstetrical/gynecological therapies, surgical procedures and initiate basic management for emergency situations as outlined by American Academy of Physician Assistants.

22.0 Monitor health management plan—The student will be able to:

- 22.01 Assess degree of patient compliance.
- 22.02 Assess progress toward desired result.
- 22.03 Determine economic impact of management plan.
- 22.04 Recognize undesirable effects of treatment plan.
- 22.05 Redirect patient efforts based upon results of treatment plan.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Endoscopic Technician  
**Career Cluster:** Health Science

CCC	
CIP Number	0351099902
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Health Sciences AS degree program (1351000002).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 program is designed to prepare students for employment as an Endoscopic Technician (SOC31-9099).

The content includes, but is not limited to, communication and interpersonal skills, legal and ethical responsibilities, anatomy, physiology, pathophysiology, microbiology, aseptic techniques, patient care endoscopy procedures, endoscopy procedures, patient safety, use and care of equipment and supplies, CPR, Heartsaver, employability skills, basic computer literacy and endoscopic technician duties such as disinfection and processing endoscopic instruments, completing the setup and assisting during the endoscopy procedures, assisting with patient

positioning and splinting as indicated, transportation of patients, and manage the endoscopy accessories, related supplies and equipment. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety endoscopy procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

The Human Patient Simulator (HPS) or other accepted simulation scenarios may be used for a limited number of clinical hours. A low teacher-student ratio in the lab and clinical area is strongly recommended. The recommended maximum ratio is 1:8.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health

The Endoscopy Technician Core Curriculum should be taught by qualified staff including but not limited to physicians, registered nurses, certified endoscopic technicians and experienced endoscopic technicians.

Entering students who have successfully completed the program 51-3902, Nursing Assistant or currently Nationally Certified as a CNA (Certified Nursing Assistant), should be given appropriate advanced standing.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 16.0 Demonstrate Central Supply Technician Skills.
- 17.0 Demonstrate competencies in the core components of the endoscopy technician communication and interpersonal skills.
- 18.0 Demonstrate an understanding of the basic sciences related to endoscopy.
- 19.0 Describe and practice safety measures in the endoscopy environment.
- 20.0 Perform patient care endoscopy procedures related to the endoscopy environment and describe methods for meeting patients' needs.

- 21.0 Demonstrate knowledge of the basic endoscopy skills necessary to function safely and effectively.
- 22.0 Demonstrate competencies in the core components of the endoscopy technician knowledge and skills.
- 23.0 Demonstrate competencies in the core components of the endoscopy technician legal and ethical responsibilities.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Endoscopic Technician  
**CIP Number:** 0351099902  
**Program Length:** 24 credit hours  
**SOC Code(s):** 31-9099

This certificate program is part of Health Sciences AS degree program (1351000002).

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11. At the end of the health careers core (01-11) the student will be able to:**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a healthcare team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Recognize methods for building positive team relationships.
  - 01.09 Analyze attributes and attitudes of an effective leader.
  - 01.10 Recognize factors and situations that may lead to conflict.
  - 01.11 Demonstrate effective techniques for managing team conflict.
  - 01.12 Describe factors that influence the current delivery system of healthcare.
  - 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, and formatting.
  - 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.

- 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate endoscopy procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and endoscopy procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self-image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures. – The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security endoscopy procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety endoscopy procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions.
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate endoscopy procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations endoscopy procedures.
  - 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice endoscopy procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of endoscopy asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.
  - 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills. – The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills. – The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios

## Endoscopic Technician Advanced Skills

**Students completing intended outcomes 12-23, in addition to the health careers core, will meet the requirements of the Endoscopic Technician-CCC (SOC Code 31-9099).**

- 12.0 Demonstrate language arts knowledge and skills – The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information.
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
  - 12.03 Present information formally and informally for specific purposes and audiences.
- 13.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
  - 13.02 Employ critical thinking and interpersonal skills to resolve conflicts.
  - 13.03 Identify and document workplace performance goals and monitor progress toward those goals.
  - 13.04 Conduct technical research to gather information necessary for decision-making.
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 14.01 Describe the nature and types of business organizations.
  - 14.02 Explain the effect of key organizational systems on performance and quality.
  - 14.03 List and describe quality control systems and/or practices common to the workplace.
  - 14.04 Explain the impact of the global economy on business organizations.
- 15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 15.01 Employ leadership skills to accomplish organizational goals and objectives.
  - 15.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks.
  - 15.03 Conduct and participate in meetings to accomplish work tasks.
  - 15.04 Employ mentoring skills to inspire and teach others.
  - 15.05 Analyze attributes and attitudes of an effective leader.
  - 15.06 Recognize factors and situations that may lead to conflict. .
  - 15.07 Demonstrate effective techniques for managing team conflict.
- 16.0 Demonstrate Central Supply Technician Skills The student will be able to:
- 16.01 Apply the principles of medical/endoscopy asepsis
  - 16.02 Apply infection control techniques following Center for Disease Control (CDC) guidelines.
  - 16.03 Inspect equipment and supplies for condition and quantity
  - 16.04 Identify principles and demonstrate techniques of disinfection and sterilization.
  - 16.05 Identify/correct and/or report package integrity.

- 16.06 Decontaminate instruments equipment and environment.
  - 16.07 Replenish supplies and equipment.
  - 16.08 Identify instruments, equipment and supplies for any procedure.
  - 16.09 Demonstrate the ability to package goods and supplies as required.
  - 16.10 Describe various supply distribution methods.
  - 16.11 Demonstrate ability to label items correctly.
  - 16.12 Discuss and use various inventory control systems.
- 17.0 Demonstrate Competencies in the Core Components of the Endoscopy Technician - Communication And Interpersonal Skills -- The student will be able to:
- 17.01 Use various forms of communication in the role of Endoscopy Technician to communicate relevant, accurate and complete information in a concise and clear manner.
  - 17.02 Collaborate with the patient, physician, and other members of the Healthcare team to assess, plan, implement, and evaluate the patient's endoscopy care to promote positive outcomes.
  - 17.03 Demonstrate proper use of communication technology including but not limited to intercoms, computers, paging systems.
  - 17.04 Demonstrate patient interviewing techniques.
  - 17.05 Facilitate teamwork as a patient advocate and assistant to the physician.
  - 17.06 Demonstrate competency regarding reporting and documentation responsibilities.
- 18.0 Demonstrate An Understanding Of The Basic Sciences Related To Endoscopy--The student will be able to:
- 18.01 Apply knowledge of the microbial environment to the care of the patient.
  - 18.02 Relate anatomy, physiology and pathophysiology, to endoscopy procedures.
  - 18.03 Apply the principles of medical and surgical asepsis to endoscopy procedures performed.
  - 18.04 Discuss electricity, computers, and robotics as they relate to endoscopy procedures performed.
  - 18.05 Apply knowledge of the pharmacologic agents used in the treatment of the endoscopy patient.
- 19.0 Describe And Practice Safety Measures In The Endoscopy Environment--The student will be able to:
- 19.01 Inspect emergency equipment and supplies for condition and quantity.
  - 19.02 Implement appropriate Joint Commission patient safety goals.
  - 19.03 Apply knowledge of endoscopy hazards to safe patient care.
- 20.0 Perform Patient Care Endoscopy Procedures Related To The Endoscopy Environment And Describe Methods For Meeting Patient's Needs--The student will be able to:
- 20.01 Perform safe patient transfer/transportation techniques used in the endoscopy unit setting.
  - 20.02 Apply the principles of safe positioning and restraining patient for endoscopy procedures.

- 20.03 Apply the principles of safe usage of the electrosurgical unit, laser, endoscopes, and other equipment utilized.
  - 20.04 Identify the roles of the members of the endoscopy team during each phase of endoscopy procedures.
  - 20.05 Assist the registered nurse and physician with the care of the endoscopy patient.
  - 20.06 Identify the principles of patient assessment and preparation, techniques and methods of anesthesia related to the type of endoscopy procedure and principles of postoperative anesthetic management
  - 20.07 Apply knowledge of endoscopy assisting techniques such as splinting and assisting with specimens.
- 21.0 Demonstrate Knowledge Of The Basic Endoscopy Skills Necessary To Function Safely And Effectively--The student will be able to:
- 21.01 Demonstrate an understanding of the gastrointestinal and respiratory system and disease processes.
  - 21.02 Select instruments, equipment and supplies for endoscopy procedures using physician preference/procedure cards.
  - 21.03 Measure and pour sterile solutions.
  - 21.04 Put on sterile gloves.
  - 21.05 Assist in draping patient, pass instruments, monitor field.
  - 21.06 Identify principles and demonstrate techniques of disinfection and sterilization.
  - 21.07 Decontaminate instruments equipment and environment.
  - 21.08 Prepare and/or update procedure cards.
  - 21.09 Apply electrical knowledge to safe patient care practices in endoscopy procedures.
- 22.0 Demonstrate Competencies In The Core Components of the Endoscopy Technician - Knowledge and Skills -- The student will be able to:
- 22.01 Prioritize care or actions to be taken in a given circumstance to expedite the procedure or emergency situation.
  - 22.02 Describe preoperative diagnosis, common complications, and operative pathophysiology related to the specific endoscopy procedures performed.
  - 22.03 Describe common patient diagnostic and monitoring devices as applicable to the endoscopy specialty.
  - 22.04 Assist physician and/or healthcare team with preoperative preparation of the patient to facilitate proper patient care including but not limited to positioning, draping, and setup preparation.
  - 22.05 Identify gross anatomical structures correctly during endoscopy procedures.
  - 22.06 Demonstrate appropriate tissue handling techniques including the care of the endoscopy specimens.
  - 22.07 Describe the appropriate sequence for common endoscopy procedures.
  - 22.08 Utilize appropriate techniques to assist with facilitating visualization.
  - 22.09 Demonstrate appropriate safe endoscopy techniques when the case involves either thermal, radiological, laparoscopic, environmental, or other known endoscopy hazard.
  - 22.10 Select appropriate instruments and supplies for the procedure.
  - 22.11 Demonstrate competence with technology, the use of instruments, equipment and supplies for the endoscopy procedure.

- 22.12 Assist the registered nurse and physician with postoperative care of the patient to facilitate proper patient care.
- 22.13 Demonstrate appropriate response to emergency situations including respiratory/cardiac arrest situations, sudden hypoxia, hemorrhage, shock, endoscopy misadventures, contamination, perforation of viscous or cavity, critical equipment failure, and injury.
- 22.14 Facilitate the continuity of care within the healthcare setting to access available resources and services.

23.0 Demonstrate Competencies In The Core Components Of The Endoscopy Technician - Legal And Ethical Responsibilities --The student will be able to:

- 23.01 State methods, standards and aids that assist an Endoscopy Technician with interpreting and following legal responsibilities.
- 23.02 Explain the job requirements.
- 23.03 Demonstrate an understanding of the legal, ethical, moral, and professional responsibilities of working as an endoscopy technician, and the professional skills necessary to fulfill the role.
- 23.04 Provide health care within the ethical/legal framework of the job description including role responsibilities and limitations.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Clinical Laboratory Technician-ATD (NEW)  
**Program Type:** ATD (Applied Technology Diploma)  
**Career Cluster:** Health Science

	<b>CC</b>	<b>PSAV</b>
Program Number	N/A	H170600
CIP Number	0351100401	0351100404
Grade Level	Applied Technology Diploma (ATD)	30, 31
Standard Length	40 credit hours	1515 clock hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	29-2012 Medical and Clinical Laboratory Technicians	31-9099 Healthcare Support Workers, All Other 31-9097 Phlebotomists 29-2012 Medical and Clinical Laboratory Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Basic Skills Level	Mathematics: 10 Language: 11 Reading: 11	

### **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 content includes but is not limited to didactic and laboratory performance of routine procedures in hematology, immunology, urinalysis, immunochemistry, microbiology and clinical chemistry including the use of common laboratory instruments. A clinical component is a necessary element of this program.

### **Program Structure**

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation.

An ATD program may consist of either technical credit or college credit. A public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college.

### **PSAV Program**

When offered at the district level, this program is a planned sequence of instruction consisting of three occupational completion points and the courses as shown below.

OCP	Course Number	Course Title	Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	MEA0520	Phlebotomist	75 hours	31-9097
C	MLT0009	Introduction to Medical laboratory Technology	90 hours	29-2012
	MLT0220	Urinalysis and Body Fluids	135 hours	
	MLT0335	Hematology and Hemostasis	280 hours	
	MLT0505	Immunology	60 hours	
	MLT0640	Clinical Chemistry	255 hours	
	MLT0520	Immunochemistry	255 hours	
	MLT0450	Microbiology and Parasitology	275 hours	

### **Community College**

When offered at the community college level, this ATD program is part of the Medical Laboratory Technology AS program (1351100405) and has a program length of 40 credits.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Clinical learning experiences in a clinical laboratory and related areas are an integral part of this program. Clinical learning experiences should reflect the full breadth of responsibilities expected of a Medical Laboratory Technician and should include appropriate experience in each of the areas of the laboratory described herein. The specified length for each of the courses listed is inclusive of clinical experience for each of the respective laboratory sections.**

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Either a community college or school district may offer the ATD program. When offered at the community college, college credit shall be awarded for completion of this program. When offered at the school district, vocational credit will be awarded. Vocational credit will be converted to college credit upon transfer to the AS degree at the community college.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools. The programs should be accredited by:

The Accrediting Bureau of Health Education Schools (ABHES)  
7777 Leesburg Pike, Suite 314  
North Falls Church, VA 22403  
(703) 917-9503 Fax (703) 917-4109  
[info@abhes.org](mailto:info@abhes.org)

Or any other agency as specified by the Division of Medical Quality Administration, Board of Clinical Laboratory Personnel Chapter 483 F.S., Rule 590 FAC, "Florida Clinical Laboratory Personnel Law". The graduate of a board approved program should be prepared to take the appropriate licensing examination to practice in Florida and an appropriate national certifying examination. For further information contact:

Board of Clinical Laboratory Personnel  
4052 Bald Cypress Way, Bin CO7  
Tallahassee, FL 32399-3257  
(850) 245-4444 x3625

National Certification is voluntary and may be obtained from the:

American Medical Technologists  
710 Higgins Rd.  
Park Ridge, IL. 60068  
(847) 823-5169 or  
800-275-1268

Or

National Healthcareer Association  
7500 West 160<sup>th</sup> Street  
Stilwell, Kansas 66085  
800-499-9092  
(973) 644-4797  
[www.nhanow.com](http://www.nhanow.com)

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fl DOE.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

Some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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). For further information, see Rule 6A-6.0312, F.A.C., Course Modifications for Exceptional Students, and the latest pertinent Technical Assistance Paper (<http://www.fldoe.org/ese/tap-home.asp>).

### **Articulation**

The information related to the guaranteed transfer of credit between an ATD program and AS degree must be documented and maintained by the Articulation Coordinating Committee (ACC). The transfer of the ATD to an AS degree is guaranteed for a period of three (3) years following the date of the award of the ATD. For further information about ATD to AS degree articulation agreements please visit, [http://www.fldoe.org/articulation/pdf/ATD\\_to\\_ASandAAS\\_ArticulationAgreemts.pdf](http://www.fldoe.org/articulation/pdf/ATD_to_ASandAAS_ArticulationAgreemts.pdf)

### **Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS/AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation. An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program. Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction. The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C. Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD. A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 40 credits. When offered at a technical center the standard length of this program is 1515 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

## Standards

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate accepted professional, communication and interpersonal skills.
- 13.0 Discuss phlebotomy in relation to the health care setting.
- 14.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist.
- 15.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances.
- 16.0 Demonstrate skills and knowledge necessary to perform phlebotomy.
- 17.0 Practice infection control following universal (standard) precautions.
- 18.0 Practice accepted procedures of transporting, accessioning and processing specimens.
- 19.0 Practice quality assurance and safety.
- 20.0 Demonstrate basic knowledge of microbiology, perform clinical laboratory "WAIVED TESTS".
- 21.0 Demonstrate basic knowledge of urinalysis, perform clinical laboratory "WAIVED TESTS".
- 22.0 Demonstrate basic knowledge of clinical chemistry, perform clinical laboratory "WAIVED TESTS".
- 23.0 Demonstrate basic knowledge of hematology, perform clinical laboratory "WAIVED TESTS".
- 24.0 Discuss anatomy and physiology of the human body as it relates to the field of Medical Laboratory Technology.
- 25.0 Discuss the general responsibilities and functions encountered by a Medical Technician.
- 26.0 Apply quality assurance principles and safety protocols.
- 27.0 Demonstrate knowledge of the operation of computer systems.
- 28.0 Demonstrate knowledge of urinalysis and body fluids principles and procedures.
- 29.0 Demonstrate knowledge of hematological principles and procedures.
- 30.0 Demonstrate knowledge of hemostasis and related diagnostic principles and procedures.
- 31.0 Demonstrate knowledge of immunological-principles and procedures.
- 32.0 Demonstrate knowledge of clinical chemistry principles and procedures.
- 33.0 Demonstrate knowledge of immunohematological principles and procedures.
- 34.0 Demonstrate knowledge of microbiological principles and procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Medical Clinical Laboratory Technician-ATD**  
**PSAV Number: H170600**

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

**PSAV Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.

- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities–The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts–The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.



- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
  
- 09.0 Demonstrate employability skills—The student will be able to:
  - 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
  - 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
  
- 11.0 Apply basic math and science skills—The student will be able to:
  - 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.

- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

**PSAV Course Number: MEA0520**  
**Occupational Completion Point: B**  
**Phlebotomist – 75 Hours – SOC Code 31-9099; 31-9097**

- 12.0 Demonstrate accepted professional, communication, and interpersonal skills–The student will be able to:
  - 12.01 Follow approved procedure for labeling of specimens.
  - 12.02 Demonstrate the appropriate professional behavior of a phlebotomist.
  - 12.03 Explain to the patient the procedure to be used in specimen collection.
  - 12.04 Explain in detail the importance of identifying patients correctly when drawing blood.
- 13.0 Discuss phlebotomy in relation to the health care setting–The student will be able to:
  - 13.01 List, classify and discuss various departments and services within the health care setting with which the phlebotomist must interact to obtain laboratory specimens from patients.
  - 13.02 Identify the major departments/sections within the clinical laboratory, the major types of procedures run in each department/section, and their specimen requirements.
  - 13.03 Describe roles of the major classifications of clinical laboratory personnel (i.e., pathologist, chief/administrative technologist, CLS, MT, phlebotomist, etc.).
- 14.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist–The student will be able to:
  - 14.01 Describe and define major body systems with emphasis on the circulatory system.
  - 14.02 List and describe the main superficial veins used in performing venipuncture.
  - 14.03 Identify appropriate sites for capillary/venipuncture and name/find the most desirable one(s).
  - 14.04 Describe the function of the following blood components: erythrocytes, thrombocytes, leukocytes, plasma, and serum.
- 15.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances–The student will be able to:
  - 15.01 Identify and discuss proper use of appropriate types of equipment needed to collect various clinical laboratory blood specimens by venipuncture.
  - 15.02 Explain the special precautions and types of equipment needed to collect blood from a neonate.
  - 15.03 Identify and discuss proper use of supplies used in collecting microspecimens.
  - 15.04 Identify and discuss the proper use of the various types of anticoagulants, preservatives and gels used in blood collection and the vacuum tube color-codes for these additives.

- 15.05 Describe the types of patients' specimens that are analyzed in the clinical laboratory and the phlebotomist's role in collecting and/or transporting these specimens to the laboratory.
  - 15.06 Describe substances potentially encountered during phlebotomy which can interfere in analysis of blood constituents.
  - 15.07 Define and utilize correct medical terminology and metric measurement needed for specimen collection.
- 16.0 Demonstrate skills and knowledge necessary to perform phlebotomy—The student will be able to:
- 16.01 Recognize a properly completed requisition and apply established protocol for patient and specimen identification.
  - 16.02 Discuss/perform methods for facilitating capillary/venipuncture collection.
  - 16.03 Demonstrate knowledge of established protocol for patient and specimen identification.
  - 16.04 List appropriate antiseptic agents useful in preparing sites for capillary/venipuncture.
  - 16.05 Discuss/perform appropriate methods for preparing a site for capillary or venipuncture.
  - 16.06 Perform venipuncture by evacuated tube and syringe systems, demonstrating appropriate use of supplies, proper handling of equipment and specimens, and patient care.
  - 16.07 Describe the correct order of draw during capillary and venipuncture.
  - 16.08 Perform a capillary puncture using appropriate supplies and techniques for adults, children and neonates.
  - 16.09 Describe the most common complications associated with capillary and venipuncture, their causes, prevention and treatment.
  - 16.10 Describe/perform capillary/venipuncture procedures for disposing of used or contaminated supplies.
  - 16.11 Describe/perform appropriate techniques for making a peripheral blood smear for hematologic evaluation.
- 17.0 Practice infection control following universal (standard) precautions—The student will be able to:
- 17.01 Define the term "nosocomial infection."
  - 17.02 Describe/practice procedures for infection prevention.
  - 17.03 Discuss/perform isolation procedures.
  - 17.04 Identify potential routes of infection.
- 18.0 Practice accepted procedures of transporting, accessioning and processing specimens—The student will be able to:
- 18.01 Describe routine procedures for transporting and processing specimens.
  - 18.02 Describe the significance of time constraints for specimen collection and delivery.
  - 18.03 Demonstrate knowledge of accessioning procedures.
  - 18.04 Aliquot specimens for testing.
  - 18.05 Follow protocol for accepting verbal test orders.
- 19.0 Practice quality assurance and safety—The student will be able to:

- 19.01 Distinguish and perform procedures which ensure reliability of test results when collecting blood specimens.
- 19.02 Demonstrate knowledge of and practice appropriate patient safety.
- 19.03 Practice safety in accordance with established procedures.
- 19.04 Follow documentation procedures for work related accidents.
- 19.05 Implement appropriate The Joint Commission patient safety goals.

**PSAV Course Number: MLT0009**

**Occupational Completion Point: C**

**Introduction to Medical Laboratory Technology – 90 Hours – SOC Code 29-2012**

- 20.0 Demonstrate basic knowledge of microbiology; perform clinical laboratory "waived tests"–The student will be able to:
  - 20.01 Perform techniques of microbiology related to disinfection techniques.
  - 20.02 Perform techniques of microbiology related to preparation, staining.
  - 20.03 Understand the microscopic examination of gram stains.
  - 20.04 Perform basic techniques of microbiology.
  
- 21.0 Demonstrate basic knowledge of urinalysis; perform clinical laboratory "waived tests"–The student will be able to:
  - 21.01 Discuss urinalysis techniques related to normal and abnormal components of the urine.
  - 21.02 Perform urinalysis techniques related to collection and preservation of specimens.
  - 21.03 Discuss urinalysis techniques related to physical properties of urine and related odors, color.
  - 21.04 Perform urinalysis techniques related to dipstick urine pH and describe clinical significance.
  - 21.05 Discuss urinalysis techniques related to urine specific gravity techniques; calibration and use of urinometer and refractometer.
  - 21.06 Perform dipstick or tablet (nonautomated) urinalysis techniques related to performance of chemical tests.
  
- 22.0 Demonstrate basic knowledge of clinical chemistry, perform clinical laboratory "waived tests"–The student will be able to:
  - 22.01 Discuss and apply metric measurements in clinical chemistry.
  - 22.02 Demonstrate knowledge and use of standard laboratory glassware and basic equipment, i.e. graduates, centrifuges, transfer pipettes.
  - 22.03 Discuss and perform techniques of clinical chemistry related to reagent preparation, laboratory equipment and laboratory techniques.
  
- 23.0 Demonstrate basic knowledge of hematology, perform clinical laboratory "waived tests"–The student will be able to:
  - 23.01 Discuss techniques of hematology related to counting formed elements of blood.
  - 23.02 Perform techniques of hematology related to preparation and staining.
  - 23.03 Perform techniques of hematology related to spun hematocrit tests.

- 24.0 Discuss anatomy and physiology of the human body as it relates to the field of medical laboratory technology–The student will be able to:
- 24.01 Identify the major body systems and their anatomical features.
  - 24.02 Explain the physiological processes in the human system necessary to influence and maintain homeostasis.
- 25.0 Discuss the general responsibilities and functions encountered by a medical technician–The students will be able to:
- 25.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
  - 25.02 Organize and communicate the results obtained by observation and experimentation.
  - 25.03 Demonstrate ability to evaluate and draw conclusions.
  - 25.04 Demonstrate knowledge of anatomy and physiology of body systems.
  - 25.05 Demonstrate ability to report observations in written or oral form.
  - 25.06 Discuss the licensure and certification requirements of the major classifications of clinical laboratory personnel.
- 26.0 Apply quality assurance principles and safety protocols–The student will be able to:
- 26.01 Recognize specimen suitability and determine need for rejection/recollection using factors described in clinical protocol.
  - 26.02 Describe special procedures for transporting and processing specimens.
  - 26.03 Describe clinical laboratory role in providing quality assurance in laboratory testing, reporting, and use and maintenance of equipment.
  - 26.04 Demonstrate required calibration procedures.
  - 26.05 Demonstrate and record quality control procedures required for the tests performed and recognize unacceptable results.
  - 26.06 Identify and report problems encountered in daily quality control according to standard operating procedures.
  - 26.07 Adhere to current OSHA regulations regarding laboratory hazards.
- 27.0 Demonstrate knowledge of the operation of computer systems–The student will be able to:
- 27.01 Discuss the role of computer systems in laboratory data management.
  - 27.02 Demonstrate knowledge of common computer terminology.
  - 27.03 Demonstrate entry level computer operations for specimen accessioning, data reporting, and quality control recording.
  - 27.04 Demonstrate entry level operational skills in the use of computer-interfaced analytical instrumentation.

**PSAV Course Number: MLT0220**  
**Occupational Completion Point: C**  
**Urinalysis and Body Fluids – 135 Hours – SOC Code 29-2012**

- 28.0 Demonstrate knowledge of urinalysis and body fluids principles and procedures–The student will be able to:

- 28.01 Describe collection, transport and storage procedures for random and timed urine specimens.
- 28.02 Discuss the renal system as it relates to urinalysis.
- 28.03 Describe renal function tests.
- 28.04 Describe principles of and perform routine physical and chemical analyses on urine.
- 28.05 Prepare urine sediments and perform identification and quantitation of microscopic formed elements.
- 28.06 Correlate abnormal physical, chemical and microscopic urine results with associated pathological conditions.
- 28.07 Define and discuss the differences between transudates and exudates.
- 28.08 Discuss miscellaneous body fluids to include cerebral spinal, seminal and joint fluids.
- 28.09 Perform physical, chemical and microscopic evaluations of common body fluids.

**PSAV Course Number: MLT0335:**  
**Occupational Completion Point: C**  
**Hematology and Hemostasis – 280 Hours – SOC Code 29-2012**

- 29.0 Demonstrate knowledge of hematological principles and procedures—The student will be able to:
  - 29.01 Discuss the organs, cells and cellular interaction of the lymphoids, myeloid and reticuloendothelial systems.
  - 29.02 Demonstrate an understanding of basic concepts of hematopoietic regulation, proliferation and cellular differentiation.
  - 29.03 Discuss the function of formed elements of blood.
  - 29.04 Discuss normal and abnormal hematology findings, reference ranges and associated diseases.
  - 29.05 Demonstrate an understanding of normal and abnormal molecular structure of hemoglobin, common hemoglobinopathies and associated tests.
  - 29.06 Demonstrate an understanding of disease, normal and abnormal white cell morphology, and associated tests.
  - 29.07 Discuss assessment and impact of preanalytical factors on hematology testing.
  - 29.08 Discuss the principles of and perform routine hematology procedures.
  - 29.09 Perform techniques of manual blood smear evaluation including white blood cell differential, red cell and platelet morphology.
  - 29.10 Discuss techniques of hematology related to calculation of red blood cell indices.
  
- 30.0 Demonstrate knowledge of Hemostasis and related diagnostic principles and procedures—The student will be able to:
  - 30.01 Discuss and define the interactive systems necessary to maintain hemostasis.
  - 30.02 Discuss common coagulopathies and associated treatments and therapies.
  - 30.03 Discuss assessment and impact of preanalytical factors on hemostasis testing
  - 30.04 Describe the principles of and perform routine testing used in the evaluation of the vascular, platelet, coagulation and fibrinolytic systems.
  - 30.05 Discuss additional hemostasis tests performed to differentiate the cause of abnormal routine tests.

**PSAV Course Number: MLT0505**  
**Occupational Completion Point: C**  
**Immunology – 60 Hours – SOC Code 29-2012**

- 31.0 Demonstrate knowledge of immunology principles and procedures–The student will be able to:
- 31.01 Discuss the immune system and the normal immune response.
  - 31.02 Discuss physical and chemical properties of immunogens (antigens), immunoglobulins (antibodies) and complement and their *in vivo* and *in vitro* reactions.
  - 31.03 Discuss the principle of and perform the basic agglutination, flocculation and precipitation procedures in serology.
  - 31.04 Discuss principles of complement fixation, immunoelectrophoresis and enzyme immunoassay.
  - 31.05 Discuss the clinical significance of the commonly performed immunology/tests.

**PSAV Course Number: MLT0640**  
**Occupational Completion Point: C**  
**Clinical Chemistry – 255 Hours – SOC Code 29-2012**

- 32.0 Demonstrate knowledge of clinical chemistry principles and procedures–The student will be able to:
- 32.01 Discuss the renal system and related chemistry tests.
  - 32.02 Discuss principles of and perform common renal function tests.
  - 32.03 Discuss carbohydrate, protein and lipid metabolism.
  - 32.04 Discuss principles of and perform commonly ordered tests related to carbohydrate, protein and lipid metabolism.
  - 32.05 Discuss the liver and its functions as related to chemistry tests.
  - 32.06 Discuss principles of and perform commonly ordered liver function tests.
  - 32.07 Discuss enzyme classification, origin, activity and function.
  - 32.08 Discuss principles of and perform commonly ordered enzyme procedures.
  - 32.09 Discuss electrolyte balance as related to health and disease.
  - 32.10 Discuss principles of and perform electrolyte analyses.
  - 32.11 Discuss principles of and perform commonly ordered tests to evaluate cardiac function.
  - 32.12 Discuss the physiology of the endocrine system and the principal tests used to evaluate endocrine function.
  - 32.13 Discuss the role of the laboratory in therapeutic drug monitoring and toxicology.
  - 32.14 Discuss and perform general electrophoresis techniques.
  - 32.15 Discuss the clinical significance of commonly ordered chemistry tests.
  - 32.16 Demonstrate knowledge of principles of instrumentation as related to the clinical chemistry laboratory.
  - 32.17 Discuss techniques of clinical chemistry related to standardization of procedure and use of standards, blanks and controls.
  - 32.18 Discuss techniques of clinical chemistry related to visual colorimetry; calibration and use of the spectrophotometer
  - 32.19 Discuss basic techniques of clinical chemistry related to normal and abnormal physiology.



**PSAV Course Number: MLT0520**  
**Occupational Completion Point: C**  
**Immunohematology – 255 Hours – SOC Code 29-2012**

33.0 Demonstrate knowledge of immunohematology principles and procedures—The student will be able to:

- 33.01 Discuss basic genetics of the blood group antigens.
- 33.02 Discuss the ABO blood group system.
- 33.03 Discuss the Rh blood group system.
- 33.04 Discuss other blood group systems.
- 33.05 Perform antigen and antibody testing to determine ABO and Rh phenotypes.
- 33.06 . Discuss and perform antibody screening tests.
- 33.07 Discuss and perform antibody identification tests.
- 33.08 Discuss donor unit screening for compatibility with unexpected blood group antibodies.
- 33.09 Discuss and perform red cell antigen typing on recipient donor specimens.
- 33.10 Discuss and perform routine compatibility testing.
- 33.11 Discuss blood component collection and, preparation, storage and use.
- 33.12 Identify symptoms of and required laboratory protocol for handling suspected transfusion reactions.
- 33.13 Discuss immune hemolytic disorders and perform the direct antiglobulin test.
- 33.14 Discuss identification of multiple antibodies in a specimen.
- 33.15 Discuss appropriate absorption and elution techniques.
- 33.16 Discuss donor interview, criteria for selection, phlebotomy preparation, and donor blood processing.
- 33.17 Discuss the principles of electronic crossmatching

**PSAV Course Number: MLT0450**  
**Occupational Completion Point: C**  
**Microbiology and Parsitology – 275 Hours – SOC Code 29-2012**

34.0 Demonstrate knowledge of microbiological principles and procedures—The student will be able to:

- 34.01 Discuss microbial taxonomy and nomenclature.
- 34.02 Discuss bacterial metabolism, reproduction, cell structures and their functions.
- 34.03 Discuss classification, composition and preparation of culture media.
- 34.04 Discuss the human pathogenesis of bacteria.
- 34.05 Discuss and perform techniques of microbiology related to sterilization techniques.
- 34.06 Perform techniques of microbiology related to preparation of artificial culture media.
- 34.07 Perform culturing techniques for urine, stool, wound, throat, body fluids, blood and exudates.
- 34.08 Perform techniques of microbiology related to inoculation and transfer of cultures.
- 34.09 Discuss and demonstrate the use of the microscope related to laboratory procedures.
- 34.10 Discuss the principles of, prepare, and interpret Gram stains.
- 34.11 Perform techniques necessary for isolation and identification of aerobic and anaerobic bacterial organisms.

- 34.12 Identify commonly encountered aerobic bacteria through morphological, physical and biochemical properties.
- 34.13 Perform and interpret antibiotic susceptibility tests.
- 34.14 Discuss collection and handling of specimens for fungal, mycobacterial and viral culture.
- 34.15 Prepare and examine specimens, and identify ova and parasites when present.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Medical Clinical Laboratory Technician-ATD  
**ATD CIP Number:** 0351100401  
**SOC Code(s):** 31-9099, 31-9097, 29-2012

When this program is offered by a community or state college, the following standards, and benchmarks apply.

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

- 05.0 Recognize and practice safety and security procedures—The student will be able to:
- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.
  - 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Phlebotomy: (12-19)**

- 12.0 Demonstrate accepted professional, communication, and interpersonal skills–The student will be able to:
- 12.01 Follow approved procedure for labeling of specimens.
  - 12.02 Demonstrate the appropriate professional behavior of a phlebotomist.
  - 12.03 Explain to the patient the procedure to be used in specimen collection.
  - 12.04 Explain in detail the importance of identifying patients correctly when drawing blood.
- 13.0 Discuss phlebotomy in relation to the health care setting–The student will be able to:
- 13.01 List, classify and discuss various departments and services within the health care setting with which the phlebotomist must interact to obtain laboratory specimens from patients.
  - 13.02 Identify the major departments/sections within the clinical laboratory, the major types of procedures run in each department/section, and their specimen requirements.
  - 13.03 Describe roles of the major classifications of clinical laboratory personnel (i.e., pathologist, chief/administrative technologist, CLS, MT, phlebotomist, etc.).
- 14.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist–The student will be able to:
- 14.01 Describe and define major body systems with emphasis on the circulatory system.
  - 14.02 List and describe the main superficial veins used in performing venipuncture.
  - 14.03 Identify appropriate sites for capillary/venipuncture and name/find the most desirable one(s).
  - 14.04 Describe the function of the following blood components: erythrocytes, thrombocytes, leukocytes, plasma, and serum.
- 15.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances–The student will be able to:
- 15.01 Identify and discuss proper use of appropriate types of equipment needed to collect various clinical laboratory blood specimens by venipuncture.
  - 15.02 Explain the special precautions and types of equipment needed to collect blood from a neonate.
  - 15.03 Identify and discuss proper use of supplies used in collecting microspecimens.
  - 15.04 Identify and discuss the proper use of the various types of anticoagulants, preservatives and gels used in blood collection and the vacuum tube color-codes for these additives.
  - 15.05 Describe the types of patients' specimens that are analyzed in the clinical laboratory and the phlebotomist's role in collecting and/or transporting these specimens to the laboratory.
  - 15.06 Describe substances potentially encountered during phlebotomy which can interfere in analysis of blood constituents.
  - 15.07 Define and utilize correct medical terminology and metric measurement needed for specimen collection.

- 16.0 Demonstrate skills and knowledge necessary to perform phlebotomy–The student will be able to:
- 16.01 Recognize a properly completed requisition and apply established protocol for patient and specimen identification.
  - 16.02 Discuss/perform methods for facilitating capillary/venipuncture collection.
  - 16.03 Demonstrate knowledge of established protocol for patient and specimen identification.
  - 16.04 List appropriate antiseptic agents useful in preparing sites for capillary/venipuncture.
  - 16.05 Discuss/perform appropriate methods for preparing a site for capillary or venipuncture.
  - 16.06 Perform venipuncture by evacuated tube and syringe systems, demonstrating appropriate use of supplies, proper handling of equipment and specimens, and patient care.
  - 16.07 Describe the correct order of draw during capillary and venipuncture.
  - 16.08 Perform a capillary puncture using appropriate supplies and techniques for adults, children and neonates.
  - 16.09 Describe the most common complications associated with capillary and venipuncture, their causes, prevention and treatment.
  - 16.10 Describe/perform capillary/venipuncture procedures for disposing of used or contaminated supplies.
  - 16.11 Describe/perform appropriate techniques for making a peripheral blood smear for hematologic evaluation.
- 17.0 Practice infection control following universal (standard) precautions–The student will be able to:
- 17.01 Define the term "nosocomial infection."
  - 17.02 Describe/practice procedures for infection prevention.
  - 17.03 Discuss/perform isolation procedures.
  - 17.04 Identify potential routes of infection.
- 18.0 Practice accepted procedures of transporting, accessioning and processing specimens–The student will be able to:
- 18.01 Describe routine procedures for transporting and processing specimens.
  - 18.02 Describe the significance of time constraints for specimen collection and delivery.
  - 18.03 Demonstrate knowledge of accessioning procedures.
  - 18.04 Aliquot specimens for testing.
  - 18.05 Follow protocol for accepting verbal test orders.
- 19.0 Practice quality assurance and safety–The student will be able to:
- 19.01 Distinguish and perform procedures which ensure reliability of test results when collecting blood specimens.
  - 19.02 Demonstrate knowledge of and practice appropriate patient safety.
  - 19.03 Practice safety in accordance with established procedures.
  - 19.04 Follow documentation procedures for work related accidents.
  - 19.05 Implement appropriate The Joint Commission patient safety goals.



**Medical Laboratory Technician: (20-34)**

- 20.0 Demonstrate basic knowledge of microbiology; perform clinical laboratory "waived tests"–The student will be able to:
- 20.01 Perform techniques of microbiology related to disinfection techniques.
  - 20.02 Perform techniques of microbiology related to preparation, staining.
  - 20.03 Understand the microscopic examination of gram stains.
  - 20.04 Perform basic techniques of microbiology
- 21.0 Demonstrate basic knowledge of urinalysis; perform clinical laboratory "waived tests"–  
The student will be able to:
- 21.01 Discuss urinalysis techniques related to normal and abnormal components of the urine.
  - 21.02 Perform urinalysis techniques related to collection and preservation of specimens.
  - 21.03 Discuss urinalysis techniques related to physical properties of urine and related odors, color.
  - 21.04 Perform urinalysis techniques related to dipstick urine pH and describe clinical significance.
  - 21.05 Discuss urinalysis techniques related to urine specific gravity techniques; calibration and use of urinometer and refractometer.
  - 21.06 Perform dipstick or tablet (nonautomated) urinalysis techniques related to performance of chemical tests.
- 22.0 Demonstrate basic knowledge of clinical chemistry; perform clinical laboratory "waived tests"–The student will be able to:
- 22.01 Discuss and apply metric measurements in clinical chemistry.
  - 22.02 Demonstrate knowledge and use of standard laboratory glassware and basic equipment, i.e. graduates, centrifuges, transfer pipettes
  - 22.03 Discuss and perform techniques of clinical chemistry related to reagent preparation, laboratory equipment and laboratory techniques.
- 23.0 Demonstrate basic knowledge of hematology; perform clinical laboratory "waived tests"–  
The student will be able to:
- 23.01 Discuss techniques of hematology related to counting formed elements of blood.
  - 23.02 Perform techniques of hematology related to preparation and staining.
  - 23.03 Perform techniques of hematology related to spun hematocrit tests.
- 24.0 Discuss anatomy and physiology of the human body as it relates to the field of medical laboratory technology–The student will be able to:
- 24.01 Identify the major body systems and their anatomical features.
  - 24.02 Explain the physiological processes in the human system necessary to influence and maintain homeostasis.

- 25.0 Discuss the general responsibilities and functions encountered by a medical technician–  
The students will be able to:
- 25.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
  - 25.02 Organize and communicate the results obtained by observation and experimentation.
  - 25.03 Demonstrate ability to evaluate and draw conclusions.
  - 25.04 Demonstrate knowledge of anatomy and physiology of body systems.
  - 25.05 Demonstrate ability to report observations in written or oral form.
  - 25.06 Discuss the licensure and certification requirements of the major classifications of clinical laboratory personnel.
- 26.0 Apply quality assurance principles and safety protocols–The student will be able to:
- 26.01 Recognize specimen suitability and determine need for rejection/recollection using factors described in clinical protocol.
  - 26.02 Describe special procedures for transporting and processing specimens.
  - 26.03 Describe clinical laboratory role in providing quality assurance in laboratory testing, reporting, and use and maintenance of equipment.
  - 26.04 Demonstrate required calibration procedures.
  - 26.05 Demonstrate and record quality control procedures required for the tests performed and recognize unacceptable results.
  - 26.06 Identify and report problems encountered in daily quality control according to standard operating procedures.
  - 26.07 Adhere to current OSHA regulations regarding laboratory hazards.
- 27.0 Demonstrate knowledge of the operation of computer systems–The student will be able to:
- 27.01 Discuss the role of computer systems in laboratory data management.
  - 27.02 Demonstrate knowledge of common computer terminology.
  - 27.03 Demonstrate entry level computer operations for specimen accessioning, data reporting, and quality control recording.
  - 27.04 Demonstrate entry level operational skills in the use of computer-interfaced analytical instrumentation.
- 28.0 Demonstrate knowledge of urinalysis and body fluids principles and procedures–The student will be able to:
- 28.01 Describe collection, transport and storage procedures for random and timed urine specimens.
  - 28.02 Discuss the renal system as it relates to urinalysis.
  - 28.03 Describe renal function tests.
  - 28.04 Describe principles of and perform routine physical and chemical analyses on urine.
  - 28.05 Prepare urine sediments and perform identification and quantitation of microscopic formed elements.
  - 28.06 Correlate abnormal physical, chemical and microscopic urine results with associated pathological conditions.
  - 28.07 Define and discuss the differences between transudates and exudates.

- 28.08 Discuss miscellaneous body fluids to include cerebral spinal, seminal and joint fluids.
- 28.09 Perform physical, chemical and microscopic evaluations of common body fluids.
- 29.0 Demonstrate knowledge of hematological principles and procedures—The student will be able to:
  - 29.01 Discuss the organs, cells and cellular interaction of the lymphoids, myeloid and reticuloendothelial systems.
  - 29.02 Demonstrate an understanding of basic concepts of hematopoietic regulation, proliferation and cellular differentiation.
  - 29.03 Discuss the function of formed elements of blood.
  - 29.04 Discuss normal and abnormal hematology findings, reference ranges and associated diseases.
  - 29.05 Demonstrate an understanding of normal and abnormal molecular structure of hemoglobin, common hemoglobinopathies and associated tests.
  - 29.06 Demonstrate an understanding of disease, normal and abnormal white cell morphology, and associated tests.
  - 29.07 Discuss assessment and impact of preanalytical factors on hematology testing.
  - 29.08 Discuss the principles of and perform routine hematology procedures.
  - 29.09 Perform techniques of manual blood smear evaluation including white blood cell differential, red cell and platelet morphology.
  - 29.10 Discuss techniques of hematology related to calculation of red blood cell indices.
- 30.0 Demonstrate knowledge of hemostasis and related diagnostic principles and procedures—The student will be able to:
  - 30.01 Discuss and define the interactive systems necessary to maintain hemostasis.
  - 30.02 Discuss common coagulopathies and associated treatments and therapies.
  - 30.03 Discuss assessment and impact of preanalytical factors on hemostasis testing
  - 30.04 Describe the principles of and perform routine testing used in the evaluation of the vascular, platelet, coagulation and fibrinolytic systems.
  - 30.05 Discuss additional hemostasis tests performed to differentiate the cause of abnormal routine tests.
- 31.0 Demonstrate knowledge of immunology principles and procedures—The student will be able to:
  - 31.01 Discuss the immune system and the normal immune response.
  - 31.02 Discuss physical and chemical properties of immunogens (antigens), immunoglobulins (antibodies) and complement and their *in vivo* and *in vitro* reactions.
  - 31.03 Discuss the principle of and perform the basic agglutination, flocculation and precipitation procedures in serology.
  - 31.04 Discuss principles of complement fixation, immunoelectrophoresis and enzyme immunoassay.
  - 31.05 Discuss the clinical significance of the commonly performed immunology/ tests.
- 32.0 Demonstrate knowledge of clinical chemistry principles and procedures—The student will be able to:

- 32.01 Discuss the renal system and related chemistry tests.
  - 32.02 Discuss principles of and perform common renal function tests.
  - 32.03 Discuss carbohydrate, protein and lipid metabolism.
  - 32.04 Discuss principles of and perform commonly ordered tests related to carbohydrate, protein and lipid metabolism.
  - 32.05 Discuss the liver and its functions as related to chemistry tests.
  - 32.06 Discuss principles of and perform commonly ordered liver function tests.
  - 32.07 Discuss enzyme classification, origin, activity and function.
  - 32.08 Discuss principles of and perform commonly ordered enzyme procedures.
  - 32.09 Discuss electrolyte balance as related to health and disease.
  - 32.10 Discuss principles of and perform electrolyte analyses.
  - 32.11 Discuss principles of and perform commonly ordered tests to evaluate cardiac function.
  - 32.12 Discuss the physiology of the endocrine system and the principal tests used to evaluate endocrine function.
  - 32.13 Discuss the role of the laboratory in therapeutic drug monitoring and toxicology.
  - 32.14 Discuss and perform general electrophoresis techniques.
  - 32.15 Discuss the clinical significance of commonly ordered chemistry tests.
  - 32.16 Demonstrate knowledge of principles of instrumentation as related to the clinical chemistry laboratory.
  - 32.17 Discuss techniques of clinical chemistry related to standardization of procedure and use of standards, blanks and controls.
  - 32.18 Discuss techniques of clinical chemistry related to visual colorimetry; calibration and use of the spectrophotometer.
  - 32.19 Discuss basic techniques of clinical chemistry related to normal and abnormal physiology.
- 33.0 Demonstrate knowledge of immunohematology principles and procedures—The student will be able to:
- 33.01 Discuss basic genetics of the blood group antigens.
  - 33.02 Discuss the ABO blood group system.
  - 33.03 Discuss the Rh blood group system.
  - 33.04 Discuss other blood group systems.
  - 33.05 Perform antigen and antibody testing to determine ABO and Rh phenotypes.
  - 33.06 Discuss and perform antibody screening tests.
  - 33.07 Discuss and perform antibody identification tests.
  - 33.08 Discuss donor unit screening for compatibility with unexpected blood group antibodies.
  - 33.09 Discuss and perform red cell antigen typing on recipient donor specimens.
  - 33.10 Discuss and perform routine compatibility testing.
  - 33.11 Discuss blood component collection and, preparation, storage and use.
  - 33.12 Identify symptoms of and required laboratory protocol for handling suspected transfusion reactions.
  - 33.13 Discuss immune hemolytic disorders and perform the direct antiglobulin test.
  - 33.14 Discuss identification of multiple antibodies in a specimen.
  - 33.15 Discuss appropriate absorption and elution techniques.
  - 33.16 Discuss donor interview, criteria for selection, phlebotomy preparation, and donor blood processing.
  - 33.17 Discuss the principles of electronic crossmatching.

34.0 Demonstrate knowledge of microbiological principles and procedures—The student will be able to:

- 34.01 Discuss microbial taxonomy and nomenclature.
- 34.02 Discuss bacterial metabolism, reproduction, cell structures and their functions.
- 34.03 Discuss classification, composition and preparation of culture media.
- 34.04 Discuss the human pathogenesis of bacteria
- 34.05 Discuss and perform techniques of microbiology related to sterilization techniques.
- 34.06 Perform techniques of microbiology related to preparation of artificial culture media.
- 34.07 Perform culturing techniques for urine, stool, wound, throat, body fluids, blood and exudates.
- 34.08 Perform techniques of microbiology related to inoculation and transfer of cultures.
- 34.09 Discuss and demonstrate the use of the microscope related to laboratory procedures.
- 34.10 Discuss the principles of, prepare, and interpret Gram stains.
- 34.11 Perform techniques necessary for isolation and identification of aerobic and anaerobic bacterial organisms.
- 34.12 Identify commonly encountered aerobic bacteria through morphological, physical and biochemical properties.
- 34.13 Perform and interpret antibiotic susceptibility tests.
- 34.14 Discuss collection and handling of specimens for fungal, mycobacterial and viral culture.
- 34.15 Prepare and examine specimens, and identify ova and parasites when present.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Ophthalmic Laboratory Technician  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351100600
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	HOSA
SOC Codes (all applicable)	51-9083 Ophthalmic Laboratory Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Ophthalmic Technician AS degree program (1351180301).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 prepare students for employment as Ophthalmic Laboratory Technicians. SOC Code 51-9083 (Ophthalmic Laboratory Technicians).

The content includes but is not limited to basic instruction in anatomy and physiology, CPR, Heartsaver, office practices and dispensing of visual devices. Because optometrists now deal with certain drugs, students need knowledge of diagnostic and therapeutic drugs under supervision. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health

Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Students are prepared to assist in performing tests to determine defects in vision, preparing and fitting eyeglasses and contact lenses, and administering corrective eye exercises and other treatments under the supervision of a person licensed under FL Statutes 458, 459, 463 or 484.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Students should be strongly encouraged to take the Certification examination offered by the Paraoptometric Section of the American Optometric Association.

Cooperative training - OJT is appropriate for this program. Whenever cooperative training - OJT is offered, the following are required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation that reflects equipment, skills and tasks that are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Perform lens preparation.
- 13.0 Demonstrate knowledge of edging lenses.
- 14.0 Perform edging using appropriate automatic equipment.
- 15.0 Perform edging using appropriate hand edging equipment.
- 16.0 Demonstrate knowledge of impact resistant lenses.
- 17.0 Demonstrate knowledge of insets and prisms in lenses.
- 18.0 Perform special procedures.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Ophthalmic Laboratory Technician  
**CIP Number:** 0351100600  
**Program Length:** 24 credit hours  
**SOC Code(s):** 51-9083

This certificate program is part of the Ophthalmic Technician AS degree program (1351180301). At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Completion of the following competencies lead to completion point of SOC Code51-9083  
(Ophthalmic Laboratory Technicians)**

- 12.0 Perform lens preparation—The student will be able to:
- 12.01 Define the terms pertaining to surfacing.
  - 12.02 Relate the RX to surfacing spherical lenses.
  - 12.03 Calculate laps for spherical lenses.
  - 12.04 Determine the thickness calculations for spherical lenses.
  - 12.05 Prepare a lot spherical lenses for surfacing.
  - 12.06 Block spherical lenses for surfacing glass and plastic.
  - 12.07 Set up a generator for surfacing plus and minus grind spherical lenses.
  - 12.08 Fine spherical glass and plastic lenses.
  - 12.09 Polish spherical glass and plastic lenses.
  - 12.10 Inspect and deblock finished lenses.
  - 12.11 Define terms pertaining to sphero-cylinder lenses.
  - 12.12 Relate RX to surfacing cylindrical lenses for flat transposition and toric transposition.
  - 12.13 Calculate base curve and laps for surfacing cylindrical lenses.
  - 12.14 Thickness calculations for cylindrical lenses.
  - 12.15 Enter information on job ticket.
  - 12.16 Layout lenses for surfacing cylindrical lenses.
  - 12.17 Set-up the generator for surfacing cylindrical lenses.
  - 12.18 Define the terms relating to multifocal lenses.
  - 12.19 Relate Rx to surfacing multifocal lenses.
- 13.0 Demonstrate knowledge of edging lenses—The student will be able to:
- 13.01 Explain the need to verify a lens before edging.
  - 13.02 Describe the methods to verify a lens before edging.
  - 13.03 Describe the "Boxing System".
  - 13.04 Explain the need for decentering a lens.
  - 13.05 Give examples that bring about decentration in and/or out when laying out for edging.
  - 13.06 Explain how thickness is verified and the need to control it.
  - 13.07 Explain 5 surface defects a lens may have and how an optician would be able to detect each.
  - 13.08 Apply A.N.S.I. Z-80 standards when verifying uncut, edged and mounted single vision lenses.
- 14.0 Perform edging using appropriate automatic equipment—The student will be able to:
- 14.01 Explain the procedures to layout for edging single vision spherical and cylindrical lenses.
  - 14.02 Demonstrate the ability to layout single vision lenses for edging.
  - 14.03 Explain why verification of the layout is necessary.
  - 14.04 Explain how the optician will verify the layout and what will be checked.
  - 14.05 Explain the different uses the pattern may have in verifying the layout of lenses.
  - 14.06 Explain the use of the "Box-o-graph" for patterns and lenses.
  - 14.07 Demonstrate the ability to verify a layout.
  - 14.08 Demonstrate the ability to make patterns.

- 14.09 Explain methods of blocking lenses for edging.
  - 14.10 Explain sizing procedures including set, set size, and on size.
  - 14.11 Explain the procedures to edge lenses in various automatic edgers.
  - 14.12 Explain a standard bevel and its uses.
  - 14.13 Explain a hide-a-bevel and its uses.
  - 14.14 Explain a flat bevel and its uses.
  - 14.15 Explain a grooved bevel and its uses.
  - 14.16 Explain a 1/3 - 2/3 bevel and its uses.
  - 14.17 Explain combination bevels and what they are used for.
  - 14.18 Explain maintenance schedules and calibration techniques for blocking and edging equipment.
  - 14.19 Demonstrate the ability to block lenses, edge lenses using the automatic edgers, and control sizing.
- 15.0 Perform edging using appropriate hand edging equipment—The student will be able to:
- 15.01 Describe the different types of hand edgers.
  - 15.02 Compare and contrast the advantages and/or disadvantages of ceramic and diamond hand edgers.
  - 15.03 Explain the methods of hand beveling.
  - 15.04 Explain the reasons for not re-edging glass lenses.
  - 15.05 Explain the methods to re-edge lenses.
  - 15.06 Explain the reasons for and use of safety or pin bevels.
  - 15.07 Explain the difference between hand edging or beveling and safety or pin beveling.
  - 15.08 Demonstrate the ability to hand bevel and/or reshape lenses to fit any given frame.
  - 15.09 Demonstrate the ability to insert lenses into various frames
  - 15.10 Explain the methods of hand beveling.
  - 15.11 Explain the reasons for not re-edging glass lenses.
  - 15.12 Explain the methods to re-edge lenses.
  - 15.13 Explain the uses for the polarascope.
  - 15.14 Demonstrate the ability to hand bevel and/or reshape lenses to fit any given frame.
  - 15.15 Edge lenses using the HORIZON edger.
  - 15.16 Explain prism as it relates to edging of single vision lenses, including decentered and ground.
  - 15.17 Explain the procedure for laying out single vision lenses with prism.
  - 15.18 Explain maintenance schedules and calibration techniques for edging equipment.
- 16.0 Demonstrate knowledge of impact resistant lenses—The student will be able to:
- 16.01 Explain the heat treating method of making lenses impact resistant.
  - 16.02 Explain the chemical treating method of making lenses impact resistant.
  - 16.03 Explain what happens in the process of making a lens impact resistant.
  - 16.04 Explain the drop ball test and when to use it according to FDA regulations.
  - 16.05 Explain the legal responsibility in relationship to impact resistant lenses.
  - 16.06 Explain different types of lens materials and their relationship to impact resistance.
- 17.0 Demonstrate knowledge of insets and prisms in lenses—The student will be able to:

- 17.01 Explain what is meant by segment position for edging and give examples of computation for segment position in bifocal lenses.
  - 17.02 Explain inset and relate it to the Rx, the patient, and the lenses.
  - 17.03 Explain total decentration or total inset.
  - 17.04 Explain the method of achieving prism in a multifocal.
  - 17.05 Explain the procedures to layout flat bifocal lenses.
  - 17.06 Demonstrate the ability to layout and edge flat top bifocal lenses.
- 18.0 Perform special procedures—The student will be able to:
- 18.01 Layout SV, ST, Round, Exec, Progressive and other lenses.
  - 18.02 Block lenses.
  - 18.03 Calculate set sizes.
  - 18.04 Make patterns.
  - 18.05 Hand bevel lenses.
  - 18.06 Safety bevel lenses.
  - 18.07 Reshape lenses.
  - 18.08 Dye lenses.
  - 18.09 UV treat lenses.
  - 18.10 Heat treat lenses.
  - 18.11 Chemical treat lenses.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Eye Care Technician  
**Career Cluster:** Health Science

<b>CCC</b>	
CIP Number	0351180302
Program Type	College Credit Certificate (CCC)
Program Length	48 credit hours
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Ophthalmic Technician AS degree program (131180301).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 prepare students for employment as Eye Care Technicians. SOC Code 31-9099 (Healthcare Support Workers, All Other)

The content includes but is not limited to basic instruction in anatomy and physiology, CPR, Heartsaver, office practices and dispensing of visual devices. Because optometrists now deal with certain drugs, students need knowledge of diagnostic and therapeutic drugs under supervision. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health



Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Students are prepared to assist in performing tests to determine defects in vision, preparing and fitting eyeglasses and contact lenses, and administering corrective eye exercises and other treatments under the supervision of a person licensed under FL Statutes 458, 459, 463 or 484.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Students should be strongly encouraged to take the Certification examination offered by the Paraoptometric Section of the American Optometric Association.

Cooperative training - OJT is appropriate for this program. Whenever cooperative training - OJT is offered, the following are required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation that reflects equipment, skills and tasks that are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc., is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Report and record patient information.
- 13.0 Demonstrate knowledge of business management techniques.
- 14.0 Performs delivery of optical devices.
- 15.0 Perform and assist in procedures used in visual testing.
- 16.0 Perform special procedures.
- 17.0 Demonstrate knowledge of the refractive status of the eye and binocularity.
- 18.0 Demonstrate knowledge of basic ocular anatomy and physiology.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Eye Care Technician  
**CIP Number:** 0351180302  
**Program Length:** 48 credit hours  
**SOC Code(s):** 31-9099

This certificate program is part of the Ophthalmic Technician AS degree program (131180301). At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**The completion of the following competencies (12-18) leads to the completion point of SOC Code 31-9099 (Healthcare Support Workers, All Other)**

- 12.0 Report and record patient information—The student will be able to:
- 12.01 Properly identify patients.
  - 12.02 Obtain specified data from patient and family regarding visual status.
  - 12.03 Receive and give oral report of patient's visual status.
  - 12.04 Report and record pertinent observations of visual status.
  - 12.05 Utilize verbal and written information to assist with the plan of care for the patient.
- 13.0 Demonstrate knowledge of business management techniques—The student will be able to:
- 13.01 Demonstrate knowledge of legal and ethical standards of vision care professionals.
  - 13.02 Demonstrate the use of several means of communication.
  - 13.03 Maintain and file patient records.
  - 13.04 Bill and collect current and overdue accounts.
  - 13.05 Practice office supply control.
  - 13.06 Demonstrate knowledge of medical terminology.
  - 13.07 Practice accepted work ethic.
  - 13.08 Demonstrate basic maintenance of equipment.
  - 13.09 Schedule patients.
  - 13.10 Complete and file third party forms.
  - 13.11 Type 25 words per minute correctly.
- 14.0 Perform delivery of optical devices—The student will be able to:
- 14.01 Transcribe, transpose, and interpret prescriptions.
  - 14.02 Neutralize and verify lenses.
  - 14.03 Edge and insert lenses.
  - 14.04 Select and order lenses.
  - 14.05 Adjust, dispense and repair spectacles.
  - 14.06 Assist patients with frame and lens selection.
  - 14.07 Demonstrate knowledge of basic mathematical principles that are involved in ophthalmic and geometrical optics.
  - 14.08 List the types of repairs which can be performed on plastic and metal frames and describe how these repairs are accomplished.
  - 14.09 Demonstrate knowledge of various lens designs and materials.
- 15.0 Perform and assist in procedures used in visual testing—The student will be able to:
- 15.01 Perform vision screening and preliminary testing.
  - 15.02 Measure and record visual acuity.
  - 15.03 Measure and record color vision.
  - 15.04 Measure and record stereo acuity.
  - 15.05 Take and record patient histories.
  - 15.06 Perform chairside assisting.
  - 15.07 Describe components of and instrumentation used in comprehensive vision evaluation.

- 16.0 Perform special procedures—The student will be able to:
- 16.01 Assist in fitting contact lenses.
  - 16.02 Instruct patients in care and handling of contact lenses.
  - 16.03 Use selected instruments to verify contact lenses.
  - 16.04 Demonstrate knowledge of the advantages and disadvantages of various contact lens materials and designs.
  - 16.05 Demonstrate knowledge of vision therapy.
  - 16.06 Measure and record intraocular pressure.
  - 16.07 Measure and record a visual field.
  - 16.08 Demonstrate knowledge of diagnostic and therapeutic drugs.
- 17.0 Demonstrate knowledge of the refractive status of the eye and binocularity—The student will be able to:
- 17.01 Demonstrate knowledge of refractive errors.
  - 17.02 Demonstrate knowledge of visual deficiencies.
  - 17.03 Demonstrate knowledge of ocular motility.
  - 17.04 Demonstrate knowledge of binocular vision.
  - 17.05 Demonstrate ability to communicate knowledge to patients.
  - 17.06 Demonstrate the ability to recognize sight threatening emergencies.
- 18.0 Demonstrate knowledge of basic ocular anatomy and physiology—The student will be able to:
- 18.01 Demonstrate knowledge of ocular anatomy.
  - 18.02 Demonstrate knowledge of ocular physiology.
  - 18.03 Demonstrate knowledge of pathological and functional disorders of the eye.
  - 18.04 Correlate general health as it relates to ocular health.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Midwifery  
**Career Cluster:** Health Science

	<b>AS</b>	<b>AAS</b>
CIP Number	1351380700	0351380700
Program Type	College Credit	College Credit
Standard Length	90 credit hours	90 credit hours
CTSO	HOSA	HOSA
SOC Codes (all applicable)	29-1111	29-1111
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>	
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as licensed midwives SOC Code-29-1111 (Registered Nurses) or to provide supplemental training for persons previously or currently employed in this occupation. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content includes but is not limited to all aspects of prenatal, intrapartal, and post-partial care, including obstetrics; neonatal pediatrics; basic sciences; female reproductive anatomy and physiology; behavioral sciences; childbirth education; community care; epidemiology; genetics; embryology; neonatology; applied pharmacology; the medical and legal aspects of midwifery; gynecology and women's health; family planning; nutrition during pregnancy and lactation; breast feeding and basic nursing skills.

## **Program Structure**

This program is a planned sequence of instruction consisting of 90 credit hours.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Licensed midwives are prepared to provide care for mothers who are expected to have a normal pregnancy, labor, and delivery. Midwifery graduates from approved programs are eligible to take an examination testing proficiency in the core competencies required to practice midwifery as specified in FS 553 - 467.009 CH. 92-179.

### Training Requirements (FS 467.009 and Rule CH. 10 D 36)

An approved midwifery program shall include a course of study and clinical practice for a minimum of 3 years. If the applicant is a registered nurse or a licensed practical nurse or has previous nursing education or practical midwifery education experience, the required period of training may be reduced to the extent of the applicant's qualifications. In no case shall the training be reduced to a period of less than two (2) years.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The Health Careers Core must be taken by all students (secondary, postsecondary adult, and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

Clinical Experience Rules: (467.009(4) F.S.)

- (1) A student midwife, during training, shall undertake (under the supervision of a preceptor) the care of 50 women in each of the prenatal, intrapartal, and postpartal periods [the same women need not be seen through all three periods].
- (2) The student midwife shall observe an additional 25 women in the intrapartal period before qualifying for a license.

- (3) The training shall be in hospitals, alternative birth settings or both with particular emphasis on learning to differentiate between low-risk pregnancies or high-risk pregnancies.
- (4) It shall be the responsibility of the program to obtain and maintain current contractual agreements with each agency utilized for student clinical training.

Students must take a licensing examination (FS 467.011). Minimal acceptable performance will be determined by The Department of Business and Professional Regulation. The program must be approved by the Agency for Health Care Administration.

Entering students who have completed the program 0351390100, Practical Nursing or 0351380100 Associate Degree Nursing or have obtained an RN through another program should be given appropriate advanced standing.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 90 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Recognize and utilize three aspects of midwifery management of care for pregnant women.
- 13.0 Assume responsibility for rendering antepartum care.
- 14.0 Assume responsibility for rendering intrapartum care.
- 15.0 Assume responsibility for rendering postpartum care.
- 16.0 Assume responsibility for rendering neonatal care.
- 17.0 Assumes responsibility for management of care of women seeking family planning and/or gynecologic service.
- 18.0 Demonstrate knowledge of the professional role and responsibilities of midwifery.
- 19.0 Demonstrate basic nursing/midwifery skills.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Midwifery  
**CIP Numbers:** 1351380700 A.S.; 0351380700 A.A.S.  
**Program Length:** 90 credit hours  
**SOC Code(s):** 29-1111

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a healthcare team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Recognize methods for building positive team relationships.
  - 01.09 Analyze attributes and attitudes of an effective leader.
  - 01.10 Recognize factors and situations that may lead to conflict.
  - 01.11 Demonstrate effective techniques for managing team conflict.
  - 01.12 Describe factors that influence the current delivery system of healthcare.
  - 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Respond to verbal and non-verbal cues.

- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.

- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures. – The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions.
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
  
- 09.0 Demonstrate employability skills. – The student will be able to:
  - 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
  - 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
  
- 11.0 Apply basic math and science skills. – The student will be able to:
  - 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.



- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

**Midwifery: Students completing this module achieve the occupational completion point of Midwife.**

- 12.0 Recognize & utilize three aspects of midwifery management of care for pregnant women. – The student will be able to:
  - 12.01 Provide safe, effective basic health care monitoring, management, teaching and referral service for healthy women throughout the normal uncomplicated childbearing experience.
    - 12.01.01 Apply therapeutic communication techniques, including interviewing, counseling, and client teaching.
    - 12.01.02 Demonstrate basic physical assessment skills of observation, palpation, percussion, auscultation and measurement in collecting data describing current health status.
    - 12.01.03 Perform basic laboratory assessment, including hematocrit, hemoglobin, urine analysis, and vaginal/cervical smears.
  - 12.02 Interpret data to identify current and potential health problems and needs.
  - 12.03 Formulate a complete needs/problem list and establish health care goals in collaboration with the client and her family.
  - 12.04 Identify need for consultation or referral to appropriate members of the health care team in meeting health care goals.
  - 12.05 Provide information and support to enable clients to actively participate in their own health care management.
  - 12.06 Develop, implement and evaluate a comprehensive plan of care with the client based on supportive, scientific rationale.
  - 12.07 Identify those current or potential client problems requiring consultation, referral and/or co-management and obtain consultation promptly or plan and implement collaborative management with other providers.
  - 12.08 Utilize appropriate consultation, collaboration or referral for deviations from normal and potential complications.
  - 12.09 Establish a written protocol with a physician who maintains supervision for directing the specific course of medical treatment for the "at-risk" client.
  - 12.10 Refer and/or transfer care of the client when the need is identified for management outside the scope of the midwife's practice.
  - 12.11 Implement appropriate Joint Commission patient safety goals.
- 13.0 Assume responsibility for rendering antepartum care. – The student will be able to:
  - 13.01 Utilize principles of basic sciences in rendering antepartum care.
  - 13.02 Provide basic health surveillance, anticipatory guidance and health teaching for healthy women experiencing normal, uncomplicated pregnancies.
  - 13.03 Determine pregnancy accurately by history, physical and laboratory findings.
  - 13.04 Assess the physical health status of the client, including preconceptual factors likely to influence this pregnancy.
  - 13.05 Assess the psychosocial status of the client and her support system.
  - 13.06 Identify social, cultural, environmental and occupational factors that influence the client's response to pregnancy and pregnancy related behaviors.

- 13.07 Assess nutritional status and provide nutritional counseling.
  - 13.08 Differentiate between normal and pathologic adaptations to pregnancy, including hematologic changes and intervene appropriately.
  - 13.09 Identify risk factors requiring consultation and/or referral.
  - 13.10 Demonstrate knowledge of pharmacokinetics in administration of medications commonly used in pregnancy.
  - 13.11 Identify current, potential and emergent problems and needs affecting pregnancy.
  - 13.12 Differentiate between normal physiologic pregnancy, common pregnancy-related discomforts, and pathologic disorders.
  - 13.13 Assist client in managing common minor pregnancy-related discomforts such as fatigue, nausea, heartburn, backache, leg cramps, vaginal discharge, and constipation.
  - 13.14 Provide anticipatory guidance regarding developmental tasks of childbearing, prepared childbirth, lactation/breastfeeding and parenthood.
  - 13.15 Assess fetal well-being, including intrauterine growth, fetal heart rate, and fetal movement through various methods such as fetal movement records, ultrasonography, NST, and OCT.
  - 13.16 Interpret assessment data accurately to determine client and fetal health status.
  - 13.17 Initiate consultation and/or referral as needed to safeguard health of the client and the fetus.
  - 13.18 Discuss options in childbearing sites and practitioners to facilitate client informed choice and consent.
  - 13.19 Refer client to appropriate community agencies, resources and educational referral services as needed.
- 14.0 Assume responsibility for rendering intrapartum care. – The student will be able to:
- 14.01 Utilize principles of the basic sciences in rendering intrapartum care.
  - 14.02 Describe the normal labor process, including mechanisms of labor and birth.
    - 14.02.01 Differentiate between Braxton Hicks contractions, preterm labor and prodromal labor.
    - 14.02.02 Assess frequency, duration, intensity of and interval between contractions.
    - 14.02.03 Identify the status of the membranes.
    - 14.02.04 Identify fetal presenting, position, and heart rate.
    - 14.02.05 Assess cervical effacement and dilation and station of the presenting part.
    - 14.02.06 Differentiate between bloody show and uterine/placental bleeding.
  - 14.03 Demonstrate knowledge of the fetal skull and its critical landmarks.
  - 14.04 Describe parameters and methods for assessing and managing the process of labor and delivery.
  - 14.05 Describe parameters and methods for assessing maternal and fetal status during the stages of labor.
  - 14.06 Demonstrate knowledge of the emotional changes during labor and delivery.
  - 14.07 Provide comfort and support during labor and delivery including non-pharmacologic pain management techniques.
  - 14.08 Describe and demonstrate techniques for spontaneous vaginal delivery and placental expulsion.
  - 14.09 Identify indicators of deviations from normal labor and delivery and utilize appropriate interventions.

- 14.10 Assess and manage care of the perineum and surrounding tissues.
  - 14.11 Provide immediate care to the newborn, including assessment, maintaining a patent airway and managing thermal instability.
  - 14.12 Demonstrate knowledge of pharmacokinetics and administration of medications commonly used during labor and birth.
  - 14.13 Explain the role and function of the midwife in relation to emergency management.
- 15.0 Assume responsibility for rendering postpartum care. – The student will be able to:
- 15.01 Demonstrate a knowledge of and utilize principles of the basic sciences in rendering postpartum care.
  - 15.02 Demonstrate a knowledge of anatomy and physiology of the puerperium.
  - 15.03 Describe involution, recognize indicators of deviation from normal, and utilize appropriate intervention.
  - 15.04 Teach methods of breast care and lactation to client utilizing anatomy and physiology of lactation.
  - 15.05 Identify the etiology, and manage discomforts of puerperium.
  - 15.06 Identify indicators of deviations from the normal puerperium and utilize appropriate intervention, including consultation and referral.
  - 15.07 Demonstrate knowledge of the pharmacokinetics and administration of medications commonly used during the puerperium.
  - 15.08 Describe the nutritional requirements of the postpartum period.
  - 15.09 Describe the purpose and process of completing and filing a birth certificate according to Florida law.
  - 15.10 Recognize and respond appropriately to the emotional and psychosocial changes during the puerperium.
  - 15.11 Provide anticipatory guidance regarding client self care, infant care, family planning and alterations in family roles and expectations.
  - 15.12 Describe and utilize appropriate screening/diagnostic tests during puerperium.
- 16.0 Assume responsibility for rendering neonatal care. – The student will be able to:
- 16.01 Demonstrate a knowledge and utilize principles of the basic sciences in rendering neonatal care.
  - 16.02 Manage the health care of the normal infant during the neonatal period and initiate consultation and referral as appropriate.
  - 16.03 Explain anatomical and physiological adaptation to extrauterine life and stabilization of the neonate.
  - 16.04 Facilitate adaptation to extra-uterine life including resuscitation and emergency care of the newborn.
  - 16.05 Assess neonatal status (physical, emotional and psychosocial).
  - 16.06 Recognize deviations from normal neonatal status and initiate appropriate intervention, management and/or referral.
  - 16.07 Describe the components of breast milk and formula, the nutritional needs of the neonate and relationship of feeding methods to physiological, immunological and psychological development.
  - 16.08 Demonstrate the pharmacokinetics and administration of medications and the treatments commonly used for the neonate.
  - 16.09 Describe the rationale and methodology for the common screening/diagnostic tests performed on the neonate and utilize those appropriate to scope of practice.

- 16.10 Describe the factors influencing neonatal behavior and parental interaction and attachment.
  - 16.11 Anticipate need for and provide appropriate guidance regarding infant care, breast feeding and family relationships, to include referral to community resources.
- 17.0 Assume responsibility for management of care of women seeking family planning and/or gynecologic service. – The student will be able to:
- 17.01 Demonstrate a knowledge of and utilize principles of the basic sciences in rendering family planning and/or gynecologic service.
  - 17.02 Explain anatomy and physiology of male and female reproductive systems throughout the life cycle.
  - 17.03 Explain anatomy, physiology and psychosocial components of human sexuality.
  - 17.04 Recognize and respond appropriately to indications of need for sexual counseling and/or referral.
  - 17.05 Provide counseling regarding general health promotion, as well as measures related to developmental changes throughout the life cycle.
  - 17.06 Describe rationale and methods for common gynecological and pregnancy screening and diagnostic tests, utilizing those appropriate to scope of practice.
  - 17.07 Describe factors relating to male and female barrier, steroidal, mechanical, chemical, physiologic and surgical conception control methods, including fertility awareness.
  - 17.08 Explain factors involved in decision making regarding unplanned or undesired pregnancies and resources for counseling and referral, including preconceptual counseling.
  - 17.09 Identify and describe deviations from normal status and provide appropriate preventive measures and/or interventions for selected pathology.
- 18.0 Demonstrate knowledge of the professional role and responsibilities of midwifery. – The student will be able to:
- 18.01 Describe the historical development and present status of midwifery in Florida, nationally, and internationally.
  - 18.02 Describe and practice within the laws, rules, regulations and public policies affecting midwifery practice including malpractice and litigation issues.
  - 18.03 Utilize codes and guidelines for ethical and professional behavior, including those set by state and national professional organizations.
  - 18.04 Describe the midwife's responsibility for ongoing self evaluation, participation in quality assurance and maintenance of currency in practice, including continuing education.
  - 18.05 Demonstrate understanding of various sites, styles and modes of practice within midwifery - the delivery of ethnic and culturally sensitive care.
  - 18.06 Promote health care as educator, client advocate, health care provider, social/political change agent and collaborator with other health team members.
  - 18.07 Explain the implications of HIV infection and seropositive tests in pregnancy, childbirth, lactation, child care and seroconversion among children of HIV positive parents.
- 19.0 Demonstrate basic nursing/midwifery skills. – The student will be able to:

- 19.01 Collect appropriate data base describing current health status, including complete history, physical and psychosocial assessment.
- 19.02 Obtain and interpret relevant laboratory data.
- 19.03 Promote and maintain a safe and therapeutic environment.
- 19.04 Implement and maintain medical and surgical asepsis.
- 19.05 Use proper body mechanics.
- 19.06 Recognize changes in a client's condition requiring intervention with basic safety measures, including emergency interventions as specified by statute/rule.
- 19.07 Administer and/or supervise complete hygienic care.
- 19.08 Perform comfort measures such as backrub, relaxation techniques, and diversional activities.
- 19.09 Assess nutritional status and utilize therapeutic principles of nutrition.
- 19.10 Assess client elimination needs and utilize therapeutic principles of elimination such as catheterization and enemas.
- 19.11 Prepare and administer medications as specified by statute/rule and assess client response.
- 19.12 Utilize appropriate medical terminology and abbreviations.
- 19.13 Chart and maintain client files.
- 19.14 Utilize problem solving skills and judgment in midwifery practice.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title: Funeral Services**  
**Career Cluster: Health Science**

AS	
CIP Number	1312030100
Program Type	College Credit
Standard Length	72 credit hours
CTSO	HOSA
SOC Codes (all applicable)	11-9061 Funeral Service Managers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as embalmers, funeral attendants, or funeral directors and morticians (SOC Code 119061 Funeral Directors and Morticians) or to provide supplemental training for persons previously or currently employed in these occupations. The program must be accredited by the American Board of Funeral Service Educators and once completed a student may apply to the Division of Funeral, Cemetery and Consumer Services for their internship and to take the Florida Laws and Rules Exam to practice as a licensed embalmer or funeral director, according to Chapter 497 FS.

The content includes but is not limited to techniques of embalming and restorative art, mortuary administration, funeral law, public health and sanitation, human anatomy and physiology, microbiology, pathology, mortuary social science, stress management, employability skills, leadership and human relations skills, and health and safety, including CPR.

### **Program Structure**

This program is a planned sequence of instruction consisting of 72 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The intended outcomes are the same as the adopted curricular objectives of the American Board of Funeral Service Education which must be endorsed by accredited programs as curricular standards.

Upon completion of the associate in science in funeral service, graduates are qualified to write the National Funeral Service Board Examination. The program must be accredited by the American Board of Funeral Services Education, Inc., 14 Crestwood Road, Cumberland, Maine 04021 (207/829-5715) 497.000 F.S. ; 69K-15.002(1) F.A.C.

One year of internship is required in the State of Florida for the embalmer or the funeral director license. These internships may be served concurrently. Upon completion of the internship, students are eligible to write the Florida state examination for the embalmer and funeral director license.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 72 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Embalming (0312030101) - 31 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.



- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Satisfactorily perform the basic techniques of embalming, restorative art, and cosmetology.
- 13.0 Give evidence of an understanding of the sociological, psychological, spiritual, physical, and legal needs of the family and community, and how to meet those needs in the treatment, handling, and disposition of the dead human body.
- 14.0 Explain the concepts of death, disinfection, preservation, and restoration of a dead human body.
- 15.0 Identify fundamental principles of personal and public health protection measures, and define the embalmer's obligation to this function.
- 16.0 Identify, define, and employ the necessary technical terminology to facilitate communication and cooperation with members of allied professions and the public.
- 17.0 Give evidence of personal manifestations of continued professional growth through education and research.
- 18.0 Identify those common conditions surrounding death which may prove of potential concern to the forensic pathologist.
- 19.0 Take care of the dead in a manner which recognizes the inherent dignity of man.
- 20.0 Identify the privileges of and be able to, through professional practices, fulfill the responsibilities of licensure.
- 21.0 Interpret and communicate the purposes, procedures, and values of funeral service.
- 22.0 Counsel people regarding funeralization.
- 23.0 Plan, implement, and direct a funeral according to the sociological, psychological, and theological needs of the person being served.
- 24.0 Identify and comply with the laws pertaining to funeral service practice and public health.
- 25.0 Manage personnel, facilities, and other resources.
- 26.0 Apply business principles and practices to funeral service.
- 27.0 Recognize the importance of inter-professional and intra-professional relationship and responsibilities.
- 28.0 Recognize the procedures for becoming an active member of the community and participating in community affairs.
- 29.0 Demonstrate an understanding of entrepreneurship.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Funeral Services  
**CIP Number:** 1312030100  
**Program Length:** 72 credit hours  
**SOC Code(s):** 11-9061

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

Outcomes 01-11 are referred to as the Health Career Core and do not have to be completed if the student has previously completed the Core in another health occupations program. After successfully completing this program, the student will be able to:

**Health Careers Core**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.

- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.

- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
  
- 09.0 Demonstrate employability skills—The student will be able to:
  - 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
  - 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
  
- 11.0 Apply basic math and science skills—The student will be able to:
  - 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.

- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

## **Funeral Services**

- 12.0 Satisfactorily perform the basic techniques of embalming and restorative art and cosmetology—The student will be able to:
  - 12.01 Demonstrate a knowledge of the body systems, with special emphasis on the circulatory system, to the degree needed to give a working basis for studies in such related subjects as Embalming, Pathology, Public Health, and Restorative Art.
  - 12.02 Specify representative chemicals in embalming fluids (arterial, cavity and accessory) and give their respective functions.
  - 12.03 Describe the basic theories and laws of chemistry and relate their importance to both the living and deceased.
  - 12.04 Identify and demonstrate the use of standard embalming instruments, machines and accessories.
  - 12.05 Describe prior to, and during the procedure of embalming, the problems presented by disease processes and etiological factors.
  - 12.06 Identify potentially harmful chemicals used in the preparation room, and the precautions to be taken with each.
  - 12.07 Relate specified types of restoration to the correct embalming procedures.
  - 12.08 Select, from a specified cosmetic medium, the correct colorants (compounds) to achieve a natural appearance under various conditions.
  - 12.09 Exhibit a skill in modeling which reflects his ability to restore a problem case.
  - 12.10 Interpret a photograph by evaluating the highlights and shadows, equal and unequal facial proportions, the specific form of the head, and the chief characteristics of each feature.
  - 12.11 Identify and describe the norms of the head and face (direct and profile views), and each of the four facial features - identify four variations of these norms.
  - 12.12 Classify and explain the principles of pigmentary (color) mixtures, and relate their application to cosmetic compounds and the influence of adjacent colors on one another in the funeral setting.
  - 12.13 Name and locate three external body structures of the skull and explain how each influences surface form.
  - 12.14 Identify and describe the use of various cosmetic and restorative materials and equipment.
- 13.0 Give evidence of an understanding of the sociological, psychological, spiritual, physical, and legal needs of the family and community, and how to meet those needs in the treatment, handling, and disposition of the dead human body—The student will be able to:
  - 13.01 Describe the varieties of funeralization seen in major religious and ethnic sub-cultures and in fraternal and military groups in America.
  - 13.02 Relate contemporary sociological, theological, and philosophical thought to the matter of death, dying, bereavement and mourning in America.
  - 13.03 Discuss and illustrate the interplay in society of custom and contemporary funeralization practices.

- 13.04 Distinguish among taboos, mores, folkways, customs, habits, laws, rites, rituals and ceremonies as sociological terms applied to American funerals.
  - 13.05 State significant changes in funeralization and embalming methods during the last half century.
  - 13.06 Describe the nature and meaning of death in different civilizations and cultures.
- 14.0 Explain the concepts of death, disinfection, preservation and restoration of a dead human body—The student will be able to:
- 14.01 Explain the common types of death.
  - 14.02 Identify the physical states of matter and differentiate between physical and chemical changes.
  - 14.03 Identify essential characteristics of autolysis, hydrolysis fermentation, and putrefaction in the area of the chemistry of decomposition.
  - 14.04 Identify the essential characteristics of carbohydrates, lipids, and proteins in the area of basic biochemistry.
  - 14.05 Define organic chemistry and describe the characteristic features of aliphatic and cyclic compounds, hydrocarbons, alcohols, aldehydes, ketones, acids, esters, ethers, and amines.
  - 14.06 Identify and describe the prerequisites for specified restorative and cosmetic treatments.
- 15.0 Identify fundamental principles of personal and public health protection measures, and define the embalmer's obligation to this function—The student will be able to:
- 15.01 Explain the embalming-disinfection process as a public health procedure.
  - 15.02 Describe infectious processes and explain the methods of transmission and control of common infectious diseases, with special emphasis upon their applications to the environment of the embalmer, the funeral director, and the public.
  - 15.03 Identify and explain special treatments for cases involving common infections, traumatic and pathological conditions.
  - 15.04 Recognize the pathological conditions which require special procedures in the removal, handling, preparation and disposition of human remains.
  - 15.05 Apply infection control techniques according to Center for Disease Control (CDC) guidelines.
  - 15.06 Document the relationship between his understanding of normal structure and functions of the human body and his development of healthful living habits.
  - 15.07 Describe and demonstrate personal and environmental disinfection and decontamination procedures; explain proper use of major chemical disinfectants.
- 16.0 Identify, define, and employ the necessary technical terminology to facilitate communication and cooperation with members of allied professions and the public—The student will be able to:
- 16.01 Demonstrate his acquisition and understanding of anatomical terminology at a level that will enable him to communicate effectively with members of allied professions and the lay public.
  - 16.02 Identify common laboratory procedures and the common units of scientific measurement.

- 16.03 Identify the characteristic features of solutions, suspensions, and emulsions, and the processes of diffusion including osmosis, dialysis and hydrolysis.
- 16.04 Identify a list of elements and their valences, radicals, ions, compounds and reactions related to problems faced by the embalmer and funeral director, and give their symbols, formulas, and equations.
- 16.05 Differentiate between the beneficial micro-organisms and the actual pathogens and opportunists commonly associated with both the living human host and dead human remains.
- 16.06 Demonstrate an understanding of host parasite relations and interactions, and the requirements for successful parasitism.
- 16.07 Identify host defense mechanisms and demonstrate general knowledge of innate, natural and active immunologic responses.
- 16.08 Identify basic bacterial and fungal morphology and physiology.
- 16.09 Advise the layman of the medical benefits of post-mortem examination.
  
- 17.0 Give evidence of personal manifestations of continued professional growth through education and research—The student will be able to:
  - 17.01 Identify the reasons one should cooperate in community programs for controlling disease and promoting medical research.
  - 17.02 Give evidence of his appreciation of, and interest in, the human body as a subject for independent study and continuing intellectual growth.
  
- 18.0 Identify those common conditions surrounding death which may prove of potential concern to the forensic pathologist—The student will be able to:
  - 18.01 Identify and explain those special conditions attending a death whereby notification of the death is required to be given to the proper official (such as Coroner, Public Health Officer, Veterans Administration, etc.).
  - 18.02 Identify the technical manifestations of death which may be of medico-legal significance.
  
- 19.0 Take care of the dead in a manner which recognizes the inherent dignity of man—The student will be able to:
  - 19.01 Give evidence of respect for human remains.
  - 19.02 Demonstrate acceptance of racial and cultural diversity.
  
- 20.0 Identify the privileges of and be able to, through professional practices, fulfill the responsibilities of licensure—The student will be able to:
  - 20.01 Identify the privileges and their limitations accorded the licensee with regard to caring for the dead, and serving the living.
  - 20.02 Identify the responsibilities of the funeral director to those who have called him with regard to:
    - 20.02.01 Providing services and merchandise as selected.
    - 20.02.02 Explaining the financial aspects of the funeral, and pricing method used.
    - 20.02.03 Explaining death benefits and/or burial allowances.
    - 20.02.04 Notifying the clergy of the death, if appropriate.
    - 20.02.05 Coordinating with the clergy on religious aspects of the funeral.



- 20.02.06 Explaining merchandise and related representations regarding final description.
- 20.02.07 Preparing a financial memorandum pertaining to services, selected merchandise, supplemental items and cash advances.
- 20.02.08 Explaining applicable laws, rules and regulations.
- 20.02.09 Referring for professional counseling where family needs so indicate.
- 20.03 Identify the responsibilities of the funeral director to his profession with regard to:
  - 20.03.01 Costs and procedures instituted where the services of two funeral directors are required.
  - 20.03.02 Public education regarding funeralization.
- 20.04 Identify the responsibilities of the funeral director to the clergy in the matter of the policies, rules and regulations of churches.
- 20.05 Perform the following tasks applicable to the state in which he intends to gain a license:
  - 20.05.01 State the limitations placed upon the practice of the funeral director/embalmer.
  - 20.05.02 Summarize the law, rules and regulations pertaining to:
    - 20.05.02.01 The transportation of the dead.
    - 20.05.02.02 Requirements and specifications of the funeral home, including the preparation room.
    - 20.05.02.03 Define terms specified in the license laws, rules and regulations.
    - 20.05.02.04 Identify the qualifications required of applicants for funeral director/mortician license.
    - 20.05.02.05 Identify the grounds for issuance, revocation, suspension or refusal to renew or issue licenses.
    - 20.05.02.06 Identify requirements for the conducting of funerals.
    - 20.05.02.07 Identify the procedures for filing a complaint concerning a violation of the licensing law.
    - 20.05.02.08 Identify provisions regarding reciprocity/courtesy cards.
- 21.0 Interpret and communicate the purposes, procedures, and values of funeral services–  
The student will be able to:
  - 21.01 Identify the purposes which the funeral serves for the family, friends, church, occupational associates, and community of the deceased.
  - 21.02 Identify the values of the funeral.
  - 21.03 Define common terms used in funeral services.
  - 21.04 Identify the psychological purposes and values of the funeral.
  - 21.05 Identify the sociological purposes and values of the funeral.
  - 21.06 Organize and be prepared to deliver a speech on the purposes and values of the funeral.
  - 21.07 Identify the philosophical purposes and values of funeral service.
- 22.0 Counsel people regarding funeralization–The student will be able to:
  - 22.01 Identify the major financial considerations that confront a bereaved family.
  - 22.02 Identify the times or situations during which a funeral director will make use of counseling.
  - 22.03 State the areas of counseling normally covered during funeralizations.
  - 22.04 Describe the process of funeralization.

- 22.05 Describe contemporary opinions regarding psychology of death, grief, and bereavement.
  - 22.06 Describe how the manner and cause of death affects the psychological needs of the bereaved.
  - 22.07 List the information of importance to obtain during each type of counseling situation.
  - 22.08 Identify and appraise the basic personal and personality problems that may appear during counseling situations.
  - 22.09 Classify and analyze the various forms of funeral rites.
  - 22.10 Describe contemporary opinions regarding sociology of death, grief, and bereavement.
  - 22.11 Describe three or more types of counseling techniques applicable to funeral services and give reasons for the use of each in individual circumstances.
  - 22.12 Describe recent developments pertaining to the theologies of death, grief and bereavement.
  - 22.13 Describe the effects of the Uniform Anatomical Gift Act on funeralization.
  - 22.14 Identify and describe stages of dying.
- 23.0 Plan, implement, and direct a funeral according to the sociological, psychological and theological needs of the person being served—The student will be able to:
- 23.01 Develop a warm, friendly and tactful attitude towards the family at the first meeting.
  - 23.02 Identify the items of information which are necessary to complete the following forms:
    - 23.02.01 Obituary
    - 23.02.02 Death certificate
    - 23.02.03 Social Security forms (SSA, 719, SSA 721)
    - 23.02.04 Veteran's forms (Marker, Flag, Burial Allowance)
    - 23.02.05 Burial/Transportation permits
    - 23.02.06 Release/Authorization forms
  - 23.03 Identify the person(s) who are qualified to give permission for release of the deceased from a hospital, or to sign the hospital death record, if required.
  - 23.04 Identify the information to be secured from, and given to, the family upon initial family contact.
  - 23.05 Describe the multiple steps required between initial notification of death and removal of the deceased.
  - 23.06 Identify person(s) who qualify to authorize autopsy and embalming, and to approve the purpose and disclosure statement.
  - 23.07 Identify the items and considerations usually included in the arrangement conference.
  - 23.08 Identify the purpose of the death certificate.
  - 23.09 Identify the appropriate times usually considered necessary to meet the funeral needs of those being served.
  - 23.10 Identify the consideration normally involved in setting the order for the processional and recessional of a funeral service including casket, casket bearer, children, clergy, friends, fraternal orders, funeral directors, honorary bearers, next of kin, relatives and service organization.
  - 23.11 Describe the multiple steps required between initial notification of death and removal of the deceased when the bereaved are not present at the time of death, regardless of the place or manner of death - including, but not limited to, the

- funeral director's determination of the need for a personal conference and/or counseling of the bereaved prior to the funeral arrangement conference.
- 23.12 Identify the items of clothing ordinarily required for the deceased.
  - 23.13 Describe the proper techniques and equipment employed in the dignified removal of remains under diverse conditions.
  - 23.14 Identify the reasons which require a discussion involving the family, the officiating clergyman, and the funeral director regarding visitation hours, time of funeral, and other aspects of the service.
  - 23.15 Identify the purpose of the Burial-Transit Permit.
  - 23.16 Write obituary and death notices.
  - 23.17 Identify the purpose and content of preselection counseling.
  - 23.18 Identify the participants functioning in funeral service and explain their duties.
  - 23.19 Describe considerations involved in the dignified movement of casketed remains.
  - 23.20 State considerations for determining the order of the funeral procession.
  - 23.21 Coordinate a variety of committal rites when these are a part of one funeral.
  - 23.22 Identify the psychological and sociological value of the funeral arrangement conference.
  - 23.23 Identify methods of dealing with inter-personal conflicts among family members.
  - 23.24 Discuss dismissal procedures for leaving the grave site.
  - 23.25 Explain the problems involved in harmonizing the colors of caskets in the funeral setting.
  - 23.26 Describe the various types of floral arrangements and the considerations involved in their placement.
  - 23.27 Identify requirement/procedure pertaining to cremation, calcination and burial at sea.
- 24.0 Identify and comply with the laws pertaining to funeral service practice and public health—The student will be able to:
- 24.01 Identify legally:
    - 24.01.01 The nature of the right of the funeral director to take custody of a dead body, and the length of time such custody may be exercised.
    - 24.01.02 The procedures for recovering the body.
    - 24.01.03 The theory governing the right to recover for mutilation of a body, and the reasons for recovery of damages when mutilation results from negligence.
    - 24.01.04 The duty of the funeral director regarding the personal effects of a decedent.
    - 24.01.05 The basis of a funeral director's liability for the negligence of a volunteer driver in a funeral procession.
    - 24.01.06 The legal duty of a funeral director regarding permits required by law.
    - 24.01.07 The reasons for legal limitation on a funeral bill charged against an estate where creditor's claims exceed the assets of the estate.
    - 24.01.08 How a testator may provide in his will for the payment of funeral expenses.
    - 24.01.09 The duty of the funeral director for compliance with the Federal Trade Commission Funeral Rules.
    - 24.01.10 The duty of the funeral director for compliance with the Magnuson-Moss Warranty Act (1975).
    - 24.01.11 The duty of the funeral director for compliance with the provisions of Federal Wage and Hour Laws.

- 24.02 Describe status of a funeral bill as a charge against the estate.
- 24.03 Identify:
  - 24.03.01 The conditions under which a funeral director must have permission before permitting an autopsy in his establishment, and state whether that permission may be qualified, restricted or revoked.
  - 24.03.02 The liability of an embalmer for shaving a beard, cutting hair or otherwise altering the appearance of a body.
  - 24.03.03 The legal duty of the funeral director regarding the personal effects of a decedent.
  - 24.03.04 The extent of control a funeral director has over a funeral, and his legal duties to those attending a funeral or viewing a body at his funeral home.
  - 24.03.05 The general rule in the determination of the validity of funeral expenses.
  - 24.03.06 Which items are allowable in a funeral bill and which items are not allowable.
  - 24.03.07 The legal basis for the modifications of the common law rule imposing liability upon the husband for the wife's funeral expenses.
  - 24.03.08 Under what legal basis a widow may be required to pay the funeral expense of her deceased indigent husband.
- 24.04 Identify:
  - 24.04.01 The liability of a volunteer who individually contracts to pay a funeral bill.
  - 24.04.02 The liability of an executor or administrator for funeral expenses.
  - 24.04.03 Why a funeral director should be familiar with the law of disinterment.
  - 24.04.04 The circumstances under which exhumation is permitted in criminal cases, and in civil cases.
  - 24.04.05 The usual procedure for obtaining a disinterment authorization, and the legal principles under which disinterment statutes are upheld.
  - 24.04.06 Who has the primary right to disinter a body, and the nature of the crime of disinterment without proper authorization.
  - 24.04.07 The grounds upon which a funeral home can be prohibited from further operation in a residential district.
  - 24.04.08 Whether a funeral home may be excluded from a sub-division by agreement of the property owners.
  - 24.04.09 The conditions under which a funeral home or cemetery may be considered a nuisance per se.
  - 24.04.10 Why the power of eminent domain may be invoked to acquire land for a public cemetery.
  - 24.04.11 The power under which cemeteries may be regulated by the state, and what specific action must be taken to convert land to cemetery use.
  - 24.04.12 The authority under which a private cemetery may enforce rules which control burial in it.
  - 24.04.13 Why the owner of a cemetery lot may not use it for purposes other than burial, and whether or not he has the right to decorate and mark the grave.
  - 24.04.14 Under what authority cemeteries are required to provide admittance to graves.
  - 24.04.15 What kind of offense the grave desecration is.
- 24.05 Identify:

- 24.05.01 The essentials of a valid contract.
- 24.05.02 The reasons for maintaining death certificates.
- 24.05.03 How the remains may be transported by common carrier.
- 24.05.04 The legal consideration where persons die without medical attention.
- 24.05.05 The general order of nearest of kin including all relatives.
- 24.05.06 The legal implications of the concept of a "Decent Christian Burial."
- 24.05.07 Two reasons for filing an embalming report for each body prepared by the funeral home.
- 24.05.08 The function of a court of equity.
- 24.05.09 Two classes of bodies legally available for dissection.
- 24.05.10 The legal doctrine regarding the photographing of a dead body.
- 24.05.11 The privileges and limitations of one holding the power of attorney.
- 24.05.12 The liability of the funeral director for the custody of the remains.
- 24.06 Describe the legal basis for funeral service licensure stating the legal obligation of funeral and its purpose.
- 24.07 Identify:
  - 24.07.01 The doctrine of Stare Decesis.
  - 24.07.02 Whether a person may dispose of his body by will, whether a dead body may be insured, and whether it may be bought and sold.
  - 24.07.03 Whether a dead body may be the subject of an action of replevin.
  - 24.07.04 The authority of a ship over dead bodies.
  - 24.07.05 The restrictions on burials of those dying of a communicable disease.
  - 24.07.06 The conditions under which a dead body must be embalmed.
  - 24.07.07 The effect of the decedent's wishes with respect to exercising the right and duty of disposition.
  - 24.07.08 The proper position the funeral director should take when survivors of a decedent disputes the exercise of the right of disposition.
- 24.08 Define cremation and list the circumstances under which it is illegal.
- 24.09 Describe the rights of a party in controlling a funeral, and the rights of a party to attend a funeral.
- 24.10 Define "funeral contract", and state the legality of funeral contracts made by a decedent prior to death.
- 24.11 Describe the rights of the decedent in pre-arranging his own funeral.
- 24.12 Describe the legal limitation imposed in pre-arrangement agreements.
- 24.13 Describe the legal status of a dead body.
- 24.14 Identify the legal theory governing the right to recover from mutilation of a body, and the reasons for recovery of damages when mutilation results from negligence.
- 24.15 Identify the circumstances under which the state or one of its subdivisions is liable for funeral expenses.
- 24.16 Define and give the purpose of a Coroner's/Medical investigator's inquest and inquiry.
- 24.17 Identify the rules and regulations governing burial in a National Cemetery.
- 24.18 Distinguish between the property and no-property theories of dead human bodies.
- 24.19 Identify two sources from which the rights and duties of a funeral director are derived.
- 24.20 Identify those steps a funeral director should take before building or purchasing a funeral home.
- 24.21 Distinguish between a cooperation, a partnership, and a proprietorship, and state the advantages and disadvantages of each.

- 24.22 Identify two forms of legally binding sales contracts.
- 24.23 Identify the conditions under which a note would be considered void.
- 24.24 Identify the preferred persons in the granting of letters of administration.
- 24.25 Distinguish between a stock and a bond.

25.0 Manage personnel, facilities, and other resources—The student will be able to:

- 25.01 Answer the telephone properly.
- 25.02 Receive initial contact information accurately and appropriately.
- 25.03 Identify importance of:
  - 25.03.01 The appearance and cleanliness of the funeral home, preparation room, funeral coach, limousine, and parking lot.
  - 25.03.02 The need for confidentiality of funeral home records, family records and financial data.
  - 25.03.03 Maintaining staff communications.
- 25.04 Identify the procedure for filing the death certificate at the proper agency and obtaining related permits if required.
- 25.05 Identify equipment necessary for the removal of an adult, child or infant from a hospital, residence or other place of death.
- 25.06 Identify all equipment appropriate for any funeral service.
- 25.07 Identify the procedure for properly receiving those who make a visitation to the funeral home.
- 25.08 Identify the procedures for dressing and casketing the remains.
- 25.09 Identify the procedures for placing the deceased in a visitation room.
- 25.10 Identify equipment needed to accomplish interment, inurement, and entombment.
- 25.11 Identify the procedures for the completion of insurance forms.
- 25.12 Complete the recording of information in a register book.

26.0 Apply business principles and practices to funeral service—The student will be able to:

- 26.01 Prepare a financial memorandum pertaining to services provided, merchandise selected, cash advances, and supplemental items.
- 26.02 Define and properly use the terminology associated with funeral merchandise, merchandise display, and funeral supplies.
- 26.03 Identify, define, and describe the various types of outer enclosures.
- 26.04 Differentiate between Functional, Unit, B-Unit and Itemization methods of quoting the price(s) of funeral service.
- 26.05 Apply basic accounting principles in keeping mortuary records.
- 26.06 Identify the major items of income and expenses which should be included in the budget of a funeral home.
- 26.07 Define basic accounting terms.
- 26.08 Analyze financial data, make financial decisions, and recognize the effects of economies on existing funeral services.
- 26.09 Identify the dual role of the funeral director, and list the major responsibilities of each role.
- 26.10 Distinguish between the direct and indirect approaches in helping clients to select merchandise, and list the advantages and disadvantages of each method.
- 26.11 Identify the insurance needs of a funeral director, and funeral service practice.
- 26.12 Identify the application of the Federal Truth in Lending Act to funeral service.
- 26.13 Identify the importance of purchase disclosures.
- 26.14 Identify the applications of the Federal Wage and Hour Act to funeral service.

- 26.15 Distinguish a cognovit from a promissory note.
- 27.0 Recognize the importance of inter-professional and intra-professional relationship and responsibilities—The student will be able to:
- 27.01 Identify common interest areas existing between funeral directors, florists, cemeterians, monument dealers, news media, the legal profession, the judiciary, hospital administrators, governmental agencies and local police.
  - 27.02 Identify the aims and purposes of a funeral director-clergy relations committee.
  - 27.03 Identify common concerns inherent in physician-funeral director relationships.
  - 27.04 Name the major funeral director associations.
  - 27.05 Identify the aims and purposes of a funeral director-pathologist autopsy committee.
  - 27.06 Describe the structure and function of the Conference of Funeral Service Examining Boards, Inc.
  - 27.07 Describe the structure of "multi-unit" funeral home organizations (public stock corporations).
  - 27.08 Describe the structure and function of the Commission of Schools of the American Board of Funeral Service Education.
  - 27.09 Describe the structure and function of the American Board of Funeral Service Education.
  - 27.10 Describe the membership structure of the National Funeral Directors Association and other professional associations in the industry.
- 28.0 Recognize the procedures for becoming an active member of the community and participating in community affairs—The student will be able to:
- 28.01 Identify the necessary items to be considered in establishing a funeral home-public relations program.
  - 28.02 Distinguish between institutional and funeral home advertising and state the primary purpose of each.
- 29.0 Demonstrate and understanding of entrepreneurship—The student will be able to:
- 29.01 Define entrepreneurship.
  - 29.02 Describe the importance of entrepreneurship to the American economy.
  - 29.03 List the advantages and disadvantages of business ownership.
  - 29.04 Identify the risks involved in ownership of a business.
  - 29.05 Identify the necessary personal characteristics of a successful entrepreneur.
  - 29.06 Identify the business skills needed to operate a business efficiently and effectively.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Biotechnology Laboratory Technology  
**Career Cluster:** Health Science

AS	
CIP Number	1341010100
Program Type	College Credit
Standard Length	61 credit hours
CTSO	HOSA
SOC Codes (all applicable)	19-4021 Biological Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as Biotechnology Research Technicians, Biological Technicians (SOC Code 19-4021) or cell culture technicians or biotechnology manufacturing technician and/or to supply supplemental training for persons previously or currently employed in these occupation.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to broad biology and chemistry concepts, algebraic and statistical analysis, basic microbiology concepts, biohazard and safety procedures, human anatomy and physiology or botany, core biotechnical laboratory techniques and industry workplace experience. It includes components designed to enhance critical thinking and technical communication skills.



## **Program Structure**

This program is a planned sequence of instruction consisting of 61 credit hours.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Biotechnology Laboratory Specialist (0341010101) – 30 credit hours

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 61 credit hours according to Rule 6A-14.030, F.A.C.

## **Standards**

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

- 01.0 Demonstrate knowledge of the role of biotechnology in biomedicine, industry, agriculture and the environment.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Recognize and practice safety and security procedures.
- 05.0 Recognize and practice laboratory contamination and reagent control procedures
- 06.0 Demonstrate an understanding of information technology applications in biotechnology.
- 07.0 Demonstrate employability skills.
- 08.0 Demonstrate Collegiality and Team skills
- 09.0 Apply basic math and science skills.
- 10.0 Demonstrate communication skills.
- 11.0 Demonstrate safety skills.
- 12.0 Demonstrate basic laboratory skills.
- 13.0 Demonstrate regulatory compliance.
- 14.0 Demonstrate appropriate decision making and problem solving techniques.
- 15.0 Demonstrate specific laboratory skills.
- 16.0 Demonstrate quality assurance/control.
- 17.0 Maintain facility & equipment
- 18.0 Demonstrate an understanding of proper care/use of test animals/plants.
- 19.0 Demonstrate an understanding of the proper care/use of test animals ( optional)
- 20.0 Demonstrate proper care/use of test plants. (Optional)

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Biotechnology Laboratory Technology  
**CIP Number:** 1341010100  
**Program Length:** 61 credit hours  
**SOC Code(s):** 19-4021

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Biotechnology Foundations (1-9)**

01.0 Demonstrate knowledge of the role of biotechnology in biomedicine, industry, agriculture and the environment. – The student will be able to:

- 01.01 Identify the applications of biotechnology in academia, medicine and industry.
- 01.02 Recognize the different types of employment positions in biomedical, industrial, agricultural, and related biotechnology fields.
- 01.03 Describe the differences between academic research and biotechnology industrial applications.
- 01.04 Identify the different training skills need to work in the biotechnology industry.
- 01.05 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on biotechnology.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate scientific and medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for others and maintain good interpersonal relationships.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:

- 03.01 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.02 Demonstrate procedures for accurate documentation and record keeping.

- 03.03 Differentiate between legal and ethical issues in research and industry.
- 03.04 Describe a code of ethics consistent with research occupations.
- 03.05 Identify and compare personal, professional, and organizational ethics.

04.0 Recognize and practice safety and security procedures. – The student will be able to:

- 04.01 Recognize safe and unsafe working conditions and report safety hazards.
- 04.02 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 04.03 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 04.04 Demonstrate proper body mechanics and ergonomics.
- 04.05 Describe fire, safety, disaster and evacuations procedures.
- 04.06 Discuss biohazard trash stream control.
- 04.07 Demonstrate procedures for declaring a laboratory emergency and/or responding with appropriate institutional procedures.

05.0 Recognize and practice laboratory contamination and reagent control procedures. – The student will be able to:

- 05.01 Define principles of contamination control including standard and transmission based precautions.
- 05.02 Demonstrate knowledge of asepsis and practice procedures such as hand-washing and isolation.
- 05.03 Demonstrate knowledge of chemical cross-contamination control between reagents from weighing implements, storage containers and media.
- 05.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 05.05 Describe how to receive materials and recognize out-of-date or expired reagents.

06.0 Demonstrate an understanding of information technology applications in biotechnology. – The student will be able to:

- 06.01 Describe technology applications in biotechnology.
- 06.02 Define terms and demonstrate basic computer skills.
- 06.03 Recognize differences between primary scientific references and secondary information sources.
- 06.04 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

07.0 Demonstrate employability skills. – The student will be able to:

- 07.01 Identify personal traits or attitudes desirable in a member of the team.
- 07.02 Exemplify basic professional standards of workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 07.03 Identify documents that may be required when applying for a job.

- 07.04 Write an appropriate resume.
  - 07.05 Conduct a job search.
  - 07.06 Complete a job application form correctly.
  - 07.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 07.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 07.09 Identify acceptable work habits.
  - 07.10 Recognize appropriate affective/professional behavior.
  - 07.11 Compare careers within the biotechnology industry, analytical testing and research science career pathways (bioinformatics, pharmacogenomics, testing and analytical services, diagnostic services, therapeutic services, health informatics, bioinformatics, formulation, support services or biotechnology research and development).
- 08.0 Demonstrate Collegiality and Team skills
- 08.01 Identify the general roles and responsibilities of the individual members of the team.
  - 08.02 Identify characteristics of effective teams.
  - 08.03 Recognize methods for building positive team relationships.
  - 08.04 Analyze attributes and attitudes of an effective leader.
  - 08.05 Recognize factors and situations that may lead to conflict.
  - 08.06 Demonstrate effective techniques for managing team conflict.
- 09.0 Apply basic math and science skills. – The student will be able to:
- 09.01 Draw, read, and report on graphs, charts and tables.
  - 09.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 09.03 Make, use and convert using both traditional and metric units.
  - 09.04 Make estimations and approximations and judge the reasonableness of the result.
  - 09.05 Convert from regular to 24 hour time.
  - 09.06 Demonstrate ability to evaluate and draw conclusions.
  - 09.07 Organize and communicate the results obtained by observation and experimentation.
  - 09.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 09.09 Calculate ratios

Biotechnology Laboratory Technology ( 10-19)

10.0 Demonstrate communication skills as related to biotechnology. – The student will be able to:

- 10.01 Make professional oral & written presentations.
- 10.02 Comprehend and use correct technical vocabulary.
- 10.03 Follow/analyze protocol.
- 10.04 Keep accurate records.
- 10.05 Take notes on procedures.
- 10.06 Prepare identify & apply changes to control procedures.
- 10.07 Write or update manuals, SOP's protocols, reports and technical summaries.
- 10.08 Perform computerized research and web searches.
- 10.09 Read technical literature.
- 10.10 Identify basic reference resources in biotechnology.
- 10.11 Perform basic applications in word processing, spread sheets, databases, presentations and project management.
- 10.12 Navigate the internet.

11.0 Demonstrate safety skills. – The student will be able to:

- 11.01 Identify first aid supplies, co-worker contact, medical information, and emergency protection and evacuation plan.
- 11.02 Follow correct safety procedures, guidelines and chemical hygiene plans.
- 11.03 Maintain required safety training.
- 11.04 Maintain a safe work area.
- 11.05 Maintain and utilize safety equipment & personal protection equipment.
- 11.06 Check expiration dates, lot numbers & labels for hazards.
- 11.07 Monitor usage and exposure of radioisotopes, & biohazards.
- 11.08 Handle, store and dispose of hazardous materials per MSDS, other safety guidelines & Worker Protection Standards (WPS).
- 11.09 Follow standard precautions for biological pathogens.
- 11.10 Store chemicals and biologicals according to storage guidelines.

12.0 Demonstrate basic laboratory skills. – The student will be able to:

- 12.01 Obtain and read protocol, test procedure, standard operating procedure (SOP) & proper forms.
- 12.02 Prioritize & perform multiple tasks in a timely manner.
- 12.03 Clean, organize and sterilize materials, when required.
- 12.04 Check and maintain equipment, logs & perform preventative maintenance tasks according to schedule.
- 12.05 Order inventory of supplies; date/label reagents.
- 12.06 Practice aseptic technique.
- 12.07 Use titration/pipetting techniques; measure volume/weights.
- 12.08 Perform basic calculations and statistical analysis.
- 12.09 Calculate and prepare dilutions series.
- 12.10 Prepare solutions and reagents for laboratory use.
- 12.11 Monitor physical properties of reagents, buffers, media & solutions & determine optimum conditions for use.
- 12.12 Obtain and review appropriate procedures & test forms.

- 12.13 Collect and set up samples for analysis.
  - 12.14 Set up general laboratory tests, including, setup equipment and instrumentation & perform/document tests and results.
- 13.0 Demonstrate regulatory compliance. – The student will be able to:
- 13.01 Follow the guidelines from the following agencies: FDA, OSHA, USDA, NIH, NR, DOT, EPA, CDC & NRC.
  - 13.02 Accept state, local and industry regulations.
  - 13.03 Comply with principles using current Good Experimental Practices (GXP).
- 14.0 Demonstrate appropriate decision making and problem solving techniques. – The student will be able to:
- 14.01 Identify decision to be made and compare alternatives.
  - 14.02 Apply decision making skills in the workplace.
  - 14.03 Make decisions based on values and goals.
  - 14.04 Evaluate the decision made.
  - 14.05 Apply problem solving techniques in the workplace.
  - 14.06 Diagnose problem, its urgency and causes.
  - 14.07 Explore possible solutions to a problem & compare/contrast advantages.
  - 14.08 Determine appropriate action; implement it and evaluate results.
  - 14.09 Be sensitive to multicultural & nonsexist dimensions of problem solving.
- 15.0 Demonstrate specific laboratory skills. – The student will be able to:
- 15.01 Identify and quantify microorganisms and cells using manual & automated systems.
  - 15.02 Isolate, maintain & store pure cultures
  - 15.03 Prepare seed inoculum.
  - 15.04 Harvest cells & recover effluent products.
  - 15.05 Transform cells.
  - 15.06 Perform bioassays.
  - 15.07 Decontaminate and/or dispose of equipment, glassware, biologicals.
  - 15.08 Perform microbiology skills, including but not limited to, plating techniques, isolating and characterizing cell lines.
  - 15.09 Apply cell biology techniques, including but not limited to, transfection techniques, propagating plant and animal cells, and cryogenic techniques. [
  - 15.10 Perform immunological techniques, including but not limited to, enzyme-linked immunoabsorbent assays, use of monoclonal and polyclonal antibodies, and western techniques.
  - 15.11 Perform genetic engineering and molecular biology techniques, including isolate & analyze nucleic acid isolation, probe and analyze DNA library, transformation techniques, polymerase chain reaction, translation assays, and construct recombinant vectors and non-isotope labeling techniques.
  - 15.12 Perform additional specific skills, including but not limited to transcribing DNA, electrophoresis of RNA, DNA & proteins, nucleic acid hybridization, and autoradiography.
  - 15.13 Separate, isolate or characterize proteins, including but not limited to, monitoring protein stability, disrupt cells, protein gels, Western blotting,

- denature and renature proteins, precipitate soluble proteins, concentrate (filter & dialyze) proteins, quantitative proteins, and enzyme activity assays.
- 15.14 Perform chemical assays including measuring turbidity, viscosity, & density, quantitative analysis, distillation techniques, titration techniques, employing dyes and indicators, lypholization & organic chemistry techniques, and perform extractions
- 16.0 Demonstrate quality assurance/ control. – The student will be able to:
- 16.01 Perform quality tests and document results.
  - 16.02 Verify test standards and maintain QA records.
  - 16.03 Archive samples and documents.
  - 16.04 Inspect & verify integrity of product, procedure, and specimen.
  - 16.05 Release final product and perform trend analysis.
  - 16.06 Investigate complaints & take corrective action.
- 17.0 Maintain facility & equipment. – The student will be able to:
- 17.01 Monitor/record the environmental condition of the facility (growth chamber, laboratory, greenhouse, seed storage room, animal room or manufacturing site).
  - 17.02 Notify appropriate personnel if sampling indicates a problem.
  - 17.03 Clean work area according to SOPs.
  - 17.04 Label equipment.
  - 17.05 Check calibration & perform systems diagnostics
  - 17.06 Perform or schedule preventive maintenance.
  - 17.07 Maintain equipment logs.
  - 17.08 Demonstrate use of common tools including wrenches, pliers, and drivers used to maintain equipment and attach gear, such as gas cylinders and hoses.
- 18.0 Demonstrate an understanding of proper care/use of test animals/plants. – The student will be able to:
- 18.01 Explain the special requirements of receiving and transporting animals.
  - 18.02 Explain the role of separate in-process, quarantine and release areas and how to maintain them.
  - 18.03 Explain how to feed, water and monitor animals.
  - 18.04 Explain how to prepare animal food and prescription diets.
  - 18.05 Explain how to clean house and sterilize cages.
  - 18.06 Explain how to monitor animal health and keep health records.
  - 18.07 Demonstrate knowledge of a vivarium.
  - 18.08 Discuss USDA/IACUC guidelines for animal care.
  - 18.09 Explain how to perform humane methods for properly restraining and handling animals and its importance.
  - 18.10 Explain how to collect and process specimens; collect data & document results.
  - 18.11 Explain how to maintain plants for optimal growth.
  - 18.12 Discuss agrochemical safety.
  - 18.13 Explain how to maintain and monitor insect populations.
  - 18.14 Explain how to maintain plant growth media.
  - 18.15 Explain how to perform additional agribiotechnology skills such as inoculating plant



- and/or soil with biological materials, gathering pollen and bundle pollinate, applying plant pests safely.
- 18.16 Explain how to collect data, perform bioassays, and document results of test plants

The following competencies are required only of programs that provide hands-on experience with plants and animals:

19.0 Demonstrate proper care/use of test animals ( Optional) – The student will be able to:

- 19.01 Demonstrate the special requirements of receiving and transporting animals.
- 19.02 Demonstrate the role of separate in-process, quarantine and release areas
- 19.03 Feed, water and monitor animals.
- 19.04 Prepare animal food and prescription diets.
- 19.05 Demonstrate how to clean house and sterilize cages.
- 19.06 Demonstrate knowledge of a vivarium.
- 19.07 Monitor animal health and keep health records.
- 19.08 Follow USDA/IACUC guidelines for animal care.
- 19.09 Perform humane methods for properly restraining and handling animals
- 19.10 Collect and process specimens; collect data & document result

20.0 Demonstrate proper care/use of test plants. (Optional) – The student will be able to:

- 20.01 Perform maintaining of plants for optimal growth.
- 20.02 Apply agrochemical safety.
- 20.03 Maintain and monitor insect populations.
- 20.04 Maintain plant growth media.
- 20.05 Perform additional agribiotechnology skills such as inoculating plant and/or soil with biological materials, gathering pollen and bundle pollinate, applying plant pests safely.
- 20.06 Collect data, perform bioassays, and document results of test plants.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health Sciences  
**Career Cluster:** Health Science

<b>AS</b>	
CIP Number	1351000002
Program Type	College Credit
Program Length	64 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2055 Surgical Technologists 31-9093 Medical Equipment Preparers 31-9099 Healthcare Support Workers, All Other
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 the program is to prepare students for employment in a specialized healthcare field.

The program focuses on a core program of broad transferable skills and stresses understanding and demonstration of the following elements for employment in a specialized health science career field. The core content includes, but is not limited to, communication skills, leadership skills, human relations, interpersonal skills, legal and ethical responsibilities, employability skills, anatomy, medical terminology, microbiology and infection control, the health care organization, health, safety and quality, use and care of standard equipment and supplies, CPR/Heartsaver, and basic computer literacy. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The program specialization component focuses on advanced technical skills in a chosen health care targeted occupation including the applicable healthcare technology and healthcare applications.

## **Program Structure**

This program is a planned sequence of instruction consisting of three specializations with one common core. It is recommended that students complete the core or demonstrate a mastery of the student performance standards contained in the core before advancing to the course(s) in the next level of specialization. The common core consists of 15 credit hours of technical core courses from the following areas: Health Science Core which includes anatomy and physiology, microbiology, medical terminology, computer applications, professional skills including communication, interpersonal skills, teamwork and leadership training, legal and ethical responsibilities, quality and risk management training, orientation to healthcare and basic healthcare skills including CPR, vital signs, infection control and emergency response.

The total Associate in Science degree program(s) consists of 64 credit hours.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

The Human Patient Simulator (HPS) or other accepted simulation scenarios may be used for a limited number of clinical hours. A low teacher-student ratio in the lab and clinical area is strongly recommended. The recommended maximum ratio is 1:8.

## **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health

The Specialization Core Curriculum should be taught by qualified staff as outlined in the most recent approved Commission on Accreditation on Allied Health Education programs (CAAHEP) or other national recognized accreditation standards and guidelines for that specialization.

Entering students who have successfully completed the program 0317.021100, Surgical Technology or currently Nationally Certified as a CST (Certified Surgical Technologist), should be given appropriate advanced standing.

After successful completion of an accredited program, students are eligible to take the national certification examination as applicable to the specialization.

The standard length for the AS degree program is 64 college credits.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE

should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Central Sterile Processing Technologist, 0351090903– 30 Credits

Endoscopy Technician, 0351099902 – 24 Credits  
Surgical Technologist, 0351090904 – 49 Credits

Standards for the above certificate programs are contained in separate curriculum frameworks.

### Standards

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

In addition, students will complete the objectives in one of the following specializations:

Specialization Track	SOC Code	Page Number
Central Sterile Processing Technologist	31-9093	11
Endoscopic Technician	31-9099	16
Surgical Technologist	29-2055	20

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Sciences  
**CIP Number:** 135100002  
**Program Length:** 64 Credit Hours  
**SOC Code(s):** 29-2055, 31-9093, 31-9099

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, and formatting.
- 02.06 Use appropriate medical terminology and abbreviations.

- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self-image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures. – The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root-cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )

06.0 Recognize and respond to emergency situations. – The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures. – The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.



09.0 Demonstrate employability skills. – The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job.
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search.
- 09.06 Complete a job application form correctly.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 09.09 Identify acceptable work habits.
- 09.10 Recognize appropriate affective/professional behavior.
- 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).

10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

11.0 Apply basic math and science skills. – The student will be able to:

- 11.01 Draw, read, and report on graphs, charts and tables.
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimations and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular to 24 hour time.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Organize and communicate the results obtained by observation and experimentation.
- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios

- 12.0 Demonstrate language arts knowledge and skills – The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information.
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
  - 12.03 Present information formally and informally for specific purposes and audiences.
- 13.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
  - 13.02 Employ critical thinking and interpersonal skills to resolve conflicts.
  - 13.03 Identify and document workplace performance goals and monitor progress toward those goals.
  - 13.04 Conduct technical research to gather information necessary for decision-making.
- 14.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 14.01 Describe the nature and types of business organizations.
  - 14.02 Explain the effect of key organizational systems on performance and quality.
  - 14.03 List and describe quality control systems and/or practices common to the workplace.
  - 14.04 Explain the impact of the global economy on business organizations.
- 15.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 15.01 Employ leadership skills to accomplish organizational goals and objectives.
  - 15.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks.
  - 15.03 Conduct and participate in meetings to accomplish work tasks.
  - 15.04 Employ mentoring skills to inspire and teach others.
  - 15.05 Analyze attributes and attitudes of an effective leader.
  - 15.06 Recognize factors and situations that may lead to conflict. .
  - 15.07 Demonstrate effective techniques for managing team conflict.

**Program Title:** Health Sciences  
**Specialization Track:** Central Sterile Processing Technologist  
**Specialization Length:** 30 credit hours  
**SOC Codes:** 31-9093

**Specialization Concepts and Content:** The purpose of this program is to prepare students for initial employment with an occupational title as a Central Sterile Processing Technician in various specialized areas, or to provide supplemental training for persons previously or currently employed in these occupations.

### **Standards**

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

- 16.0 Demonstrate the roles and responsibilities of the central supply worker.
- 17.0 Recognize basic principles of microbiology.
- 18.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items.
- 19.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers.
- 20.0 Describe how central service is involved in controlling infections in hospitals.
- 21.0 Explain the purpose of Occupational Safety and Health Act (OSHA).
- 22.0 Describe supply distribution systems and the principles of inventory control.
- 23.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the specialty.
- 24.0 Demonstrate the ability to recall and dispose of or reprocess outdated sterile supplies.
- 25.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel.
- 26.0 Identify fundamentals of procurement skills.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Sciences  
**Specialization Track:** Central Sterile Processing Technologist  
**Specialization Length:** 30 credit hours  
**SOC Codes:** 31-9093

16.0 Demonstrate the roles and responsibilities of the central supply worker. The student will be able to:

- 16.01 Describes professional standards related to personal hygiene and dress codes.
- 16.02 Identifies relevant federal, state, and local guidelines, standards and regulations.
- 16.03 Describes the function and workflow of the sterile processing department.
- 16.04 Apply ergonomic considerations and appropriate body mechanics for lifting, turning, pulling, pushing, and reaching.
- 16.05 Apply policies and procedures related to sterile processing functions (safety, infection control, disaster control, disaster, MSDS, incident reports, etc.).
- 16.06 Describes importance of following device, equipment, instrument or supply manufacturer's instructions for processing, operation, and troubleshooting.

17.0 Recognize basic principles of microbiology -- The student will be able to:

- 17.01 Identify the main categories of microorganisms.
- 17.02 Describe the life functions of microorganisms.
- 17.03 Describe conditions affecting the growth of bacteria.
- 17.04 Describe special methods used to destroy harmful microorganisms.
- 17.05 List the helpful microorganisms.
- 17.06 Describe how the body controls the growth of pathogenic microorganisms.
- 17.07 Identify pathogenic microorganisms found in central service departments.
- 17.08 Identify terminology related to microbiology.

18.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items -- The student will be able to:

- 18.01 Describe the importance of thorough cleaning to the overall objectives of making items safe for patient use.
- 18.02 Explain the importance of following manufacturers' instructions in cleaning each item for reprocessing.
- 18.03 Describe the cleaning process for instruments, syringes, needles, rubber goods and equipment
- 18.04 Describe the mechanism of action for ultrasonic machines and washer/sterilizers-
- 18.05 Define processes for CJD Decontamination
- 18.06 Distinguish correct reprocessing policies related to single use, limited use, versus reusable items.
- 18.07 Demonstrate flexible endoscopic decontamination and leak testing.
- 18.08 Demonstrates decontamination and proper handling of rigid scopes.
- 18.09 Describe decontamination methods for drill systems and batteries
- 18.10 Describe the function of case cart washers, and alternative methods of cleaning.

- 18.11 Describe the need for testing and monitoring all decontamination machines for proper function and cleaning agents.
  - 18.12 Explain the importance of using correct chemicals for cleaning in regards to water quality, PH, filters, softeners, enzymes, lubricants.
  - 18.13 Describe the types, characteristics, and uses of chemicals, solutions, and gases utilized for decontamination. (Detergents, disinfectants, enzymatics, germicides).
  - 18.14 Describe the types of sterilizers and methods of sterilization.
  - 18.15 Demonstrate the process of decontamination for instrumentation and equipment.
  - 18.16 Describe the factors affecting decontamination (water temperature, loading procedures, water impurities, opening and disassembling)
  - 18.17 Describe the primary objectives in selecting the correct packaging materials for both the individual item and the sterilization method to be used.
  - 18.18 Describe the principles of packaging.
  - 18.19 Describe the characteristics of packaging materials in relationship to sterilization methods.
  - 18.20 Describe the principles of linen pack and tray construction/assembly.
  - 18.21 Describe the recommended labeling methodologies.
  - 18.22 Demonstrate the wrapping of procedures trays, instruments and other supplies.
  - 18.23 Explain the principles involved in loading different kinds of wrapped packs or packages into a sterilizer to be assured of steam or gas penetration.
  - 18.24 Recognize equipment malfunction and list corrective actions.
  - 18.25 Describe how sterile supplies should be handled.
  - 18.26 Identify basic surgical instruments and accessories.
- 19.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers --  
The student will be able to:
- 19.01 Describe the types of sterilization, sterilization cycles, and parameters for each.
  - 19.02 Describe the importance of the manufacturer's recommendations for the safe operation of each type of sterilizer.
  - 19.03 Describe the methods of sterilization monitoring.
  - 19.04 Demonstrate the process of preparing and documenting the sterilizer load contents for each sterilizer correctly according to the manufacturer's recommendations.
  - 19.05 Demonstrate the operation, testing, and monitoring of sterilizers.
  - 19.06 Demonstrate the ability to interpret and document monitoring devices, printouts, and charts accurately for each sterilization system utilized.
  - 19.07 Identify the standards for, and facility policy regarding, frequency of monitoring for all sterilizers.
- 20.0 Describe how central service is involved in controlling infections in hospitals -- The student will be able to:
- 20.01 Describe nosocomial infections.
  - 20.02 Describe the types of isolation.
  - 20.03 Describe the organization and functions of CS.
  - 20.04 Describe the CS responsibilities for infection control and traffic patterns when in the operating room and other departments.
  - 20.05 Identify proper storage and transportation standards for supplies in the facility (receivables, sterile, clean, or contaminated).

- 20.06 Describe the organizational patterns of health care facilities.
- 21.0 Explain the purpose of Occupational Safety and Health Act (OSHA) -- The student will be able to:
- 21.01 Describe how employees are protected under OSHA.
  - 21.02 Describe potential workplace hazards in CS. (wet floors, chemicals, fumes, gases, steam, electrical outlets, body fluids, microorganisms, sharps, and medical wastes.)
  - 21.03 Describe the role preventive maintenance plays in patient and personnel safety in the hospital.
  - 21.04 Explain the purpose of Florida's "Right to Know" law and its provisions.
  - 21.05 Describe the protocol for personal injury including the completion of incident/occupancy reports and follow up. Implement appropriate The Joint Commission patient safety goals.
- 22.0 Describe supply distribution systems and the principles of inventory control -- The student will be able to:
- 22.01 Define the benefits of inventory control.
  - 22.02 Describe the methods of inventory control.
  - 22.03 Compare the advantages and disadvantages of each distribution methods.
  - 22.04 Process a requisition marked "stat" - locate article, price, etc.
  - 22.05 Describe the process of stock rotation.
  - 22.06 Identify the uses of sterility maintenance covers.
  - 22.07 Describe the processes for loaner instrumentation and equipment.
  - 22.08 Describe the process of product evaluation.
  - 22.09 Describe the procedures for tracking the usage of medical/surgical supplies, patient care equipment and specialty carts.
  - 22.10 Describe the procedures for documenting supply and equipment charges.
  - 22.11 Describe the methods of case cart preparation and the utilization of preference cards.
- 23.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the specialty. The student will be able to:
- 23.01 Describe instrument terminology and identify the anatomy of surgical instruments (jaws, shanks, box locks, rings, etc.)
  - 23.02 Describe the types and functions of instruments.
  - 23.03 Describe the types of instrument construction.
  - 23.04 Describe appropriate techniques for inspection and testing of instruments and procedures.
  - 23.05 Identify instrumentation and equipment by name and usage.
  - 23.06 Describe the methods of instrument identification, marking, and tracking of use.
  - 23.07 Describe the configuration of various instrument sets and specialty equipment.
  - 23.08 Describes the process regarding the manufacturer's recommendations for instrument and equipment care and handling, operation, maintenance and troubleshooting.
- 24.0 Demonstrate the ability to recall and dispose of or reprocess sterile supplies -- The student will be able to:

- 24.01 Explain the factors that affect how long a package can be considered safe for use.
  - 24.02 Explain the differences between event related, date related, and manufacturer recommendations.
  - 24.03 State the methods of determining expiration dates.
  - 24.04 List the steps in reprocessing outdated hospital packaged items.
  - 24.05 List conditions that would make a product unsafe for use
  - 24.06 Describe the use of tamper evident seals.
  - 24.07 Describe the methods of reprocessing.
  - 24.08 Identify standards and facility policies on reprocessing of single use items.
  - 24.09 Describe the process of recall for medical/surgical supplies.
- 25.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel -- The student will be able to:
- 25.01 Identify word elements for medical terms.
  - 25.02 Relate anatomical concepts to orthopedic devices and other supplies and equipment issued by the CS Department.
- 26.0 Identify fundamentals of procurement skills -- The student will be able to:
- 26.01 Describe procurement system.
  - 26.02 Communicate with other hospitals, facilities, or company representatives for procurement of supplies and equipment.
  - 26.03 Describe several different methods of procurement of supplies.
  - 26.04 Describe basics of receiving items, including documentation of receiving and release to other facilities.

**Program Title:** Health Sciences  
**Specialization Track:** Endoscopic Technician  
**Specialization Length:** 24 credit hours  
**SOC Codes:** 31-9099

**Specialization Concepts and Content:** The purpose of this program is to prepare students for initial employment with an occupational title as Endoscopic or Gastrointestinal Lab (GI Lab) Technician in various specialized areas, or to provide supplemental training for persons previously or currently employed in these occupations.

### **Standards**

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

- 16.0 Demonstrate Central Supply Technician Skills.
- 17.0 Demonstrate competencies in the core components of the endoscopy technician communication and interpersonal skills.
- 18.0 Demonstrate an understanding of the basic sciences related to endoscopy.
- 19.0 Describe and practice safety measures in the endoscopy environment.
- 20.0 Perform patient care endoscopy procedures related to the endoscopy environment and describe methods for meeting patients' needs.
- 21.0 Demonstrate knowledge of the basic endoscopy skills necessary to function safely and effectively.
- 22.0 Demonstrate competencies in the core components of the endoscopy technician knowledge and skills.
- 23.0 Demonstrate competencies in the core components of the endoscopy technician legal and ethical responsibilities.



**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Sciences  
**Specialization Track:** Endoscopic Technician  
**Specialization Length:** 24 credit hours  
**SOC Codes:** 31-9099

16.0 Demonstrate Central Supply Technician Skills The student will be able to:

- 16.01 Apply the principles of medical/endoscopy asepsis
- 16.02 Apply infection control techniques following Center for Disease Control (CDC) guidelines.
- 16.03 Inspect equipment and supplies for condition and quantity
- 16.04 Identify principles and demonstrate techniques of disinfection and sterilization.
- 16.05 Identify/correct and/or report package integrity.
- 16.06 Decontaminate instruments equipment and environment.
- 16.07 Replenish supplies and equipment.
- 16.08 Identify instruments, equipment and supplies for any procedure.
- 16.09 Demonstrate the ability to package goods and supplies as required.
- 16.10 Describe various supply distribution methods.
- 16.11 Demonstrate ability to label items correctly.
- 16.12 Discuss and use various inventory control systems.

17.0 Demonstrate Competencies in the Core Components of the Endoscopy Technician - Communication And Interpersonal Skills -- The student will be able to:

- 17.01 Use various forms of communication in the role of Endoscopy Technician to communicate relevant, accurate and complete information in a concise and clear manner.
- 17.02 Collaborate with the patient, physician, and other members of the Healthcare team to assess, plan, implement, and evaluate the patient's endoscopy care to promote positive outcomes.
- 17.03 Demonstrate proper use of communication technology including but not limited to intercoms, computers, paging systems.
- 17.04 Demonstrate patient interviewing techniques.
- 17.05 Facilitate teamwork as a patient advocate and assistant to the physician.
- 17.06 Demonstrate competency regarding reporting and documentation responsibilities.

18.0 Demonstrate An Understanding Of The Basic Sciences Related To Endoscopy--The student will be able to:

- 18.01 Apply knowledge of the microbial environment to the care of the patient.
- 18.02 Relate anatomy, physiology and pathophysiology, to endoscopy procedures.
- 18.03 Apply the principles of medical and surgical asepsis to endoscopy procedures performed.
- 18.04 Discuss electricity, computers, and robotics as they relate to endoscopy procedures performed.

- 18.05 Apply knowledge of the pharmacologic agents used in the treatment of the endoscopy patient.
- 19.0 Describe And Practice Safety Measures In The Endoscopy Environment--The student will be able to:
  - 19.01 Inspect emergency equipment and supplies for condition and quantity.
  - 19.02 Implement appropriate Joint Commission patient safety goals.
  - 19.03 Apply knowledge of endoscopy hazards to safe patient care.
- 20.0 Perform Patient Care Endoscopy Procedures Related To The Endoscopy Environment And Describe Methods For Meeting Patient's Needs--The student will be able to:
  - 20.01 Perform safe patient transfer/transportation techniques used in the endoscopy unit setting.
  - 20.02 Apply the principles of safe positioning and restraining patient for endoscopy procedures.
  - 20.03 Apply the principles of safe usage of the electrosurgical unit, laser, endoscopes, and other equipment utilized.
  - 20.04 Identify the roles of the members of the endoscopy team during each phase of endoscopy procedures.
  - 20.05 Assist the registered nurse and physician with the care of the endoscopy patient.
  - 20.06 Identify the principles of patient assessment and preparation, techniques and methods of anesthesia related to the type of endoscopy procedure and principles of postoperative anesthetic management
  - 20.07 Apply knowledge of endoscopy assisting techniques such as splinting and assisting with specimens.
- 21.0 Demonstrate Knowledge Of The Basic Endoscopy Skills Necessary To Function Safely And Effectively--The student will be able to:
  - 21.01 Demonstrate an understanding of the gastrointestinal and respiratory system and disease processes.
  - 21.02 Select instruments, equipment and supplies for endoscopy procedures using physician preference/procedure cards.
  - 21.03 Measure and pour sterile solutions.
  - 21.04 Put on sterile gloves.
  - 21.05 Assist in draping patient, pass instruments, monitor field.
  - 21.06 Identify principles and demonstrate techniques of disinfection and sterilization.
  - 21.07 Decontaminate instruments equipment and environment.
  - 21.08 Prepare and/or update procedure cards.
  - 21.09 Apply electrical knowledge to safe patient care practices in endoscopy procedures.
- 22.0 Demonstrate Competencies In The Core Components of the Endoscopy Technician - Knowledge and Skills -- The student will be able to:
  - 22.01 Prioritize care or actions to be taken in a given circumstance to expedite the procedure or emergency situation.
  - 22.02 Describe preoperative diagnosis, common complications, and operative pathophysiology related to the specific endoscopy procedures performed.

- 22.03 Describe common patient diagnostic and monitoring devices as applicable to the endoscopy specialty.
  - 22.04 Assist physician and/or healthcare team with preoperative preparation of the patient to facilitate proper patient care including but not limited to positioning, draping, and setup preparation.
  - 22.05 Identify gross anatomical structures correctly during endoscopy procedures.
  - 22.06 Demonstrate appropriate tissue handling techniques including the care of the endoscopy specimens.
  - 22.07 Describe the appropriate sequence for common endoscopy procedures.
  - 22.08 Utilize appropriate techniques to assist with facilitating visualization.
  - 22.09 Demonstrate appropriate safe endoscopy techniques when the case involves either thermal, radiological, laparoscopic, environmental, or other known endoscopy hazard.
  - 22.10 Select appropriate instruments and supplies for the procedure.
  - 22.11 Demonstrate competence with technology, the use of instruments, equipment and supplies for the endoscopy procedure.
  - 22.12 Assist the registered nurse and physician with postoperative care of the patient to facilitate proper patient care.
  - 22.13 Demonstrate appropriate response to emergency situations including respiratory/cardiac arrest situations, sudden hypoxia, hemorrhage, shock, endoscopy misadventures, contamination, perforation of viscous or cavity, critical equipment failure, and injury.
  - 22.14 Facilitate the continuity of care within the healthcare setting to access available resources and services.
- 23.0 Demonstrate Competencies In The Core Components Of The Endoscopy Technician - Legal And Ethical Responsibilities --The student will be able to:
- 23.01 State methods, standards and aids that assist an Endoscopy Technician with interpreting and following legal responsibilities.
  - 23.02 Explain the job requirements.
  - 23.03 Demonstrate an understanding of the legal, ethical, moral, and professional responsibilities of working as an endoscopy technician, and the professional skills necessary to fulfill the role.
  - 23.04 Provide health care within the ethical/legal framework of the job description including role responsibilities and limitations.

**Program Title:** Health Sciences  
**Specialization Track:** Surgical Technologist  
**Specialization Length:** 49 credit hours  
**SOC Codes:** 29-2055

**Specialization Concepts and Content:** The purpose of this program is to prepare students for initial employment with an occupational title as a Surgical Technologist in various specialized areas, or to provide supplemental training for persons previously or currently employed in these occupations.

### **Standards**

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

- 16.0 Demonstrate Central Supply Skills
- 17.0 Use communication and interpersonal skills as related to surgical technology.
- 18.0 Demonstrate an understanding of the basic sciences related to surgical technology.
- 19.0 Demonstrate knowledge of pharmacology and math calculation principles related to the surgical environment
- 20.0 Describe and practice safety measures in the surgical environment.
- 21.0 Perform patient care procedures related to the surgical environment and describe methods for meeting patients' needs.
- 22.0 Demonstrate knowledge of the skills necessary to function safely and effectively.
- 23.0 Demonstrate knowledge of and assist with surgical procedures.
- 24.0 Demonstrate an understanding of legal and ethical responsibilities specific to surgical technology.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Sciences  
**Specialization Track:** Surgical Technologist  
**Specialization Length:** 49 credit hours  
**SOC Codes:** 29-2055

16.0 Demonstrate Central Supply skills. –The student will be able to:

- 16.01 Apply the principles of medical/surgical asepsis
- 16.02 Apply infection control techniques following Center for Disease Control (CDC) guidelines.
- 16.03 Inspect equipment and supplies for condition and quantity.
- 16.04 Identify principles and demonstrate techniques of disinfection and sterilization.
- 16.05 Identify/correct and/or report package integrity.
- 16.06 Decontaminate instruments equipment and environment.
- 16.07 Replenish supplies and equipment.
- 16.08 Identify instruments, equipment and supplies for any surgical procedure.
- 16.09 Demonstrate the ability to package goods and supplies as required.
- 16.10 Describe various supply distribution methods.
- 16.11 Demonstrate ability to label items correctly.
- 16.12 Discuss and use various inventory control systems.
- 16.13 Demonstrate case cart preparation and management.

17.0 Use communication and interpersonal skills as related to surgical technology. The student will be able to:

- 17.01 Use various forms of communication in the role of surgical technologist.
- 17.02 Maintain current documentation in the clinical setting.
- 17.03 Demonstrate proper use of the intercom.

18.0 Demonstrate an understanding of the basic sciences related to surgical technology. – The student will be able to:

- 18.01 Describe the concepts of microbiology and relate key principles to the surgical environment.
- 18.02 Relate anatomy and physiology, to surgical procedures.
- 18.03 Apply the principles of medical/surgical asepsis to surgery.
- 18.04 Apply infection control techniques following Center for Disease Control (CDC) guidelines for surgery
- 18.05 Discuss the principles of electricity and robotics as they relate to surgery.

19.0 Demonstrate knowledge of pharmacology and math calculation principles related to the surgical environment.–The student will be able to:

- 19.01 Describe pharmacological concepts relative to the administration of all anesthesia types.
- 19.02 Define both pharmacokinetics and pharmacodynamics.

- 19.03 Identify classification, actions, and effects, of common drugs used at the field, and within the surgical environment.
  - 19.04 Identify correct medication form and method of application.
  - 19.05 Apply the six rights of medication administration.
  - 19.06 Measure and pour sterile solutions.
  - 19.07 Label properly all fluids and medications within the sterile field
  - 19.08 Apply correct mathematical skills related to dosage available versus dosage needed, when drawing up or accepting medications.
  - 19.09 Apply correct unit of measure for each medication.
  - 19.10 Verify correct medication doses with circulator.
  - 19.11 Construct medication ratio and proportions correctly for surgeon use.
  - 19.12 Define the appropriate methods of transferring and accepting medications onto the sterile field.
  - 19.13 Analyze and assemble correctly all medication supplies, for each drug to be used on the sterile field.
  - 19.14 Maintain an accurate account of amount of each medication used at the field.
- 20.0 Describe and practice safety measures in the surgical environment. – The student will be able to:
- 20.01 Inspect emergency equipment and supplies for condition and quantity.
  - 20.02 Check electrical equipment in the operating room.
  - 20.03 Identify appropriate safety measures for laser surgery.
  - 20.04 Implement appropriate Joint Commission patient safety goals.
  - 20.05 Describe the role of the surgical technologist in a disaster situation.
- 21.0 Perform patient care procedures related to the surgical environment and describe methods for meeting patient's needs. – The student will be able to:
- 21.01 Perform patient transfer/transportation techniques used in the operating room.
  - 21.02 Assist with positioning and apply safety devices to the patient for surgery
  - 21.03 Ground patient and connect electrosurgical cautery unit.
  - 21.04 Describe the roles of anesthetist and circulating nurse during induction.
  - 21.05 Prepare the operative site.
  - 21.06 Perform steps for Foley catheter insertion and connecting to drainage
  - 21.07 Apply sterile dressing and bandage.
- 22.0 Demonstrate knowledge of the skills necessary to function safely and effectively. – The student will be able to:
- 22.01 Select and verify instruments, equipment and supplies, including any implants needed for surgical procedures using surgeon preference/procedure cards including those identified as “have available/hold items”.
  - 22.02 Measure and pour sterile solutions.
  - 22.03 Perform surgical scrub.
  - 22.04 Put on sterile gown and gloves.
  - 22.05 Drape tables and solution stands.
  - 22.06 Set up sterile mayo stand and instrument table.
  - 22.07 Prepare sutures, ligatures, ties.
  - 22.08 Prepare, pass, and monitor amount given for medications used on the sterile field.

- 22.09 Assist surgeon in gowning and gloving.
  - 22.10 Assist in draping patient, pass instruments, monitor field.
  - 22.11 Identify/correct and/or report breaks in aseptic technique.
  - 22.12 Monitor body fluids, e.g. blood loss, ascites.
  - 22.13 Perform complete counts with R.N.
  - 22.14 Identify principles and demonstrate techniques of disinfection and sterilization.
  - 22.15 Assist in removing/applying cast.
  - 22.16 Assist in maintaining retraction, cutting suture and holding instruments as directed by the surgeon in the second assistant role.
  - 22.17 Prepare specimen for laboratory analysis.
  - 22.18 Decontaminate instruments equipment and environment.
  - 22.19 Replenish supplies and equipment.
  - 22.20 Describe how to update procedure/preference cards.
  - 22.21 Apply electrical knowledge to safe patient care practices in surgery.
- 23.0 Demonstrate knowledge of and assist with surgical procedures. – The student will be able to:
- 23.01 Identify preoperative diagnosis, common complications, and operative pathology relating to specific surgical procedures.
  - 23.02 List and describe types of incisions and wound closures.
  - 23.03 Describe the usual sequence of a common surgical procedure. (i.e. incision into the anatomy, dissection of the anatomy and closing of the anatomy.)
  - 23.04 Demonstrates the ability to select the appropriate instrument, equipment, or supply for each step of the procedure.
  - 23.05 Demonstrates proper cost effective methods including the ability to identify “have available/hold items”...
- 24.0 Demonstrate an understanding of legal and ethical responsibilities specific to surgical technology. – The student will be able to:
- 24.01 State methods, standards and aids that assist a surgical technologist with interpreting and following legal responsibilities.
  - 24.02 Describe the role of the surgical technologist in the healthcare setting. Provide health care within the ethical/legal framework of the surgical technologist’s role.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Assisting Technology and Management  
**Career Cluster:** Health Science

AS	
CIP Number	1351060104
Program Type	College Credit
Standard Length	70 credit hours
CTSO	HOSA
SOC Codes (all applicable)	31-9091 Dental Assistants
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for employment as dental assistants 66002 (SOC code 31-9091), dental auxiliaries as practice managers, educational managers for dental companies, and dental assisting educators. The program will prepare students for the Dental Assisting National Board Examination as well as state requirements. The program should meet the requirements of the Commission on Dental Accreditation of the American Dental Association and standards recommended by the Florida Board of Dentistry.

Dental assisting programs accredited by the American Dental Association Council on Dental Accreditation are required to implement enrollment and admissions criteria that include a high school diploma, its equivalent, or an advanced degree.

The content includes, but is not limited to dental and general anatomy, dental terminology, nutrition, microbiology, dental pharmacology and anesthesia, chairside assisting, expanded functions, dental office emergencies/CPR, dental radiography, maintenance and asepsis of dental operatory and instruments, dental instrument and equipment utilization, dental specialty



procedures, basic dental laboratory procedures, dental materials, preventive dentistry, employability skills, leadership and human relations skills, ethics and jurisprudence, dental office and patient management, general studies, physical sciences, business principles, educational leadership, and communication skills.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, environmental issues, and educational methodology and strategies.

### **Program Structure**

This program is a planned sequence of instruction consisting of 70 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Field Internship Activities: Clinical experiences are integrated with the didactic portion of this program. Clinical experience assisting a dentist must be an integral part of the educational program designed to perfect students' competence in performing dental assisting functions, rather than to provide basic instruction. The major portion of the students' time in clinical assignments must be spent assisting with or participating in patient care. Prior to clinical assignments, students demonstrate minimum competence in performing the procedures which they will be expected to perform in their clinical experience.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

This program should meet the ADA accreditation standards for dental assisting education programs (c.1998). For further information, contact: American Dental Association Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, Illinois 60611.

For Florida information contact the Florida Agency for Health Care Administration (AHCA), Division of Health Quality Assurance, Board of Dentistry, 4052 Bald Cypress Way, Tallahassee, FL 32399, (850) 245-4161.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the

successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following ATD programs have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Dental Assisting and Technology Management-ATD (0351060108/0351060109) – 50 credit hours/1230 clock hours

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 70 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Use dental terminology.
- 13.0 Describe the legal and ethical responsibilities of the dental health care worker.
- 14.0 Identify structures and explain functions and pathologies of dental and head and neck anatomy.
- 15.0 Identify principles of microbiology and disease prevention and perform infection control procedures.
- 16.0 Identify, describe, maintain and utilize dental instruments and equipment.
- 17.0 Record patient assessment and treatment data.
- 18.0 Describe principles and perform techniques of preventive dentistry.
- 19.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry.
- 20.0 Identify properties and uses, and manipulate dental materials.
- 21.0 Identify and perform standard dental film, digital and carpal radiographic procedures.
- 22.0 Describe functions of the dental business office and perform dental business office procedures.
- 23.0 Perform chairside assisting for general dentistry and specialty procedures.
- 24.0 Demonstrate skills necessary for educational methodologies and strategies.
- 25.0 Demonstrate skills necessary for marketing, sales, and educational programs for dental products.
- 26.0 Demonstrate knowledge of dental practice set-up and management procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Dental Assisting Technology and Management  
**CIP Number:** 1351060104  
**Program Length:** 70 credit hours  
**SOC Code(s):** 31-9091

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C.

**Health Science Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Science Core in any other health occupations program do not have to repeat intended outcomes 01-11**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Students completing the following intended outcomes (12-23) meet the requirements of the Dental Assisting Technology and Management-ATD program 66002 (SOC Code 31-9091)**

- 12.0 Use dental terminology--The student will be able to:
  - 12.01 Identify and define common dental terms.
  - 12.02 Demonstrate the use of proper dental terminology in the dental environment.
  
- 13.0 Describe the legal and ethical responsibilities of the dental healthcare worker--The student will be able to:
  - 13.01 Define commonly used legal vocabulary relating to dentistry.
  - 13.02 Describe ethical considerations/obligations in the dental team-patient relationship.
  - 13.03 Explain risk management.
  - 13.04 Identify areas of Florida Statute 466 and Rule 64B5-16 FAC applicable to practice by the dental health workers.
  - 13.05 Implement appropriate Joint Commission patient safety goals.
  
- 14.0 Identify structures and explain functions and pathologies of dental and general head and neck anatomy--The student will be able to:
  - 14.01 Identify structures and functions of head and neck anatomy including bones, muscles, sinuses, salivary glands, nerves and blood vessels.
  - 14.02 Identify embryonic development of head, oral cavity, and teeth.
  - 14.03 Identify teeth and their landmarks.
  - 14.04 Describe the histological components of the head, oral cavity, and elements of the teeth and supporting structures.
  - 14.05 Recognize and describe oral pathological conditions.
  
- 15.0 Identify principles of microbiology and disease prevention and perform infection control procedures--The student will be able to:
  - 15.01 Differentiate between pathogenic and non-pathogenic microorganisms.
  - 15.02 Describe pathogens and modes of disease transmission.
  - 15.03 Differentiate between aseptic and non-aseptic environments.
  - 15.04 Perform aseptic handwashing technique.
  - 15.05 Describe and apply methods of cleaning, disinfection and sterilization.
  - 15.06 Identify chemicals and their uses for controlling the spread of disease in the dental environment.
  - 15.07 Identify and practice the current CDC guidelines for infection control in dental healthcare settings.
  - 15.08 Describe the duties of the dental office safety coordinator.
  - 15.09 Identify areas of the OSHA Bloodborne Pathogens Standard (29CFR-1910.1030) applicable to the dental office environment.
  
- 16.0 Identify, describe, maintain and utilize dental instruments and equipment--The student will be able to:



- 16.01 Identify various types, functions and operations of dental operator and laboratory equipment.
  - 16.02 Identify types and functions of operative, restorative, surgical, *prosthodontic*, orthodontic and endodontic dental instruments.
  - 16.03 Maintain dental operator equipment and instruments.
  - 16.04 Identify types and functions of specific dental hygiene instruments with emphasis on category rather than individual instruments.
- 17.0 Record patient assessment and treatment data--The student will be able to:
- 17.01 Take and record medical-dental histories.
  - 17.02 Record assessment of existing oral conditions.
  - 17.03 Record conditions diagnosed by the dentist.
  - 17.04 Record treatment-related data on the patient's clinical record.
  - 17.05 Record treatment plan and treatment in patient's chart.
- 18.0 Describe principles and perform techniques of preventive dentistry--The student will be able to:
- 18.01 Identify and instruct patients on applicable methods of preventive dentistry.
  - 18.02 Prepare, set up for oral prophylaxis, and apply anticariogenic treatments.
  - 18.03 Identify the elements of nutrition, basic food groups, and acceptable diets.
  - 18.04 Identify dietary deficiencies and dietary practices that contribute to the manifestation of symptoms in the oral cavity.
- 19.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry--The student will be able to:
- 19.01 Identify drug requirements, agencies, and regulations.
  - 19.02 Record a drug prescription in a patient's chart.
  - 19.03 Identify drug actions, side effects, indications and contraindications; verify with Physician's Desk Reference or its equivalent.
  - 19.04 Identify common drugs used in dentistry.
  - 19.05 Prepare and apply topical anesthetic agent.
  - 19.06 Identify properties of anesthetics.
  - 19.07 Prepare syringes for the administration of local anesthetics.
  - 19.08 Monitor and identify precautions in the use of nitrous oxide-oxygen conscious sedation.
  - 19.09 Identify drugs and agents used for treating dental-related infection.
  - 19.10 Describe dental office emergencies and their prevention and treatment.
- 20.0 Identify properties and uses, and manipulate dental materials--The student will be able to:
- 20.01 Identify properties and uses and manipulate gypsum.
  - 20.02 Identify properties and uses and manipulate restorative materials.
  - 20.03 Identify properties and uses and manipulate dental cements.
  - 20.04 Identify properties and uses and manipulate impression materials.
  - 20.05 Identify properties and uses and manipulate acrylics and/or thermoplastics.
  - 20.06 Identify properties and uses and manipulate waxes.

- 20.07 Perform dental laboratory procedures to include the fabrication of casts, custom trays and/or temporary crowns and bridges.
  - 20.08 Clean and polish removable dental appliances.
  - 20.09 Identify properties and uses of abrasive agents used to polish coronal surfaces and appliances.
  - 20.10 Identify and manage hazardous dental materials and wastes in accordance with the OSHA Hazard Communications Standard and Environmental Protection Agency regulations.
- 21.0 Identify and perform dental and carpal radiographic procedures--The student will be able to:
- 21.01 Describe history, physics and biological effects of ionizing radiation.
  - 21.02 Identify parts of the x-ray machine including accessories.
  - 21.03 Demonstrate radiologic health protection techniques.
  - 21.04 Perform dark room/processing procedures, mix solutions.
  - 21.05 Describe the proper disposal of hazardous radiographic waste.
  - 21.06 Place and expose dental radiographic films and digital sensors.
  - 21.07 Perform carpal radiography as required for dental diagnostic procedures.
  - 21.08 Identify radiographic anatomical landmarks and pathologies.
  - 21.09 Mount radiographic surveys.
  - 21.10 Maintain unexposed film inventory and storage.
  - 21.11 Maintain digitally acquired radiographic images.
- 22.0 Perform general dental business office procedures--The student will be able to:
- 22.01 Maintain appointment control.
  - 22.02 Maintain an active recall system.
  - 22.03 Prepare and maintain accurate patient records.
  - 22.04 Prepare and maintain patient financial records, collect fees.
  - 22.05 Prepare and maintain office financial records.
  - 22.06 Prepare and maintain dental office inventory control and purchasing.
  - 22.07 Demonstrate public relations responsibilities of the secretary/receptionist.
  - 22.08 Demonstrate skills on office equipment.
  - 22.09 Maintain the dental business office environment.
  - 22.10 Receive and dismiss patients and visitors.
  - 22.11 Identify psychological considerations influencing behaviors of dental patients.
- 23.0 Perform chairside assisting for general dentistry and specialty procedures--The student will be able to:
- 23.01 Prepare and maintain aseptic working area and sterile instruments for intraoral procedures.
  - 23.02 Apply principles of four handed dentistry.
  - 23.03 Evacuate and maintain the operating field.
  - 23.04 Perform expanded functions as permitted by the Florida statute/law pertaining to dentistry.
  - 23.05 Assemble instruments and assist in general and specialty dental procedures.
  - 23.06 Prepare tray set-ups for specific specialty procedures.
  - 23.07 Select, prepare, mix, and manipulate correct dental materials for general and specialty procedures.

- 23.08 Perform a visual assessment of existing oral conditions.
- 23.09 Demonstrate appropriate patient management skills.

### **Specialty Option 1: Education**

- 24.0 Demonstrate skills for educational methodologies and strategies--The student will be able to:
  - 24.01 Develop and implement policies and operational procedures that meet the American Dental Association accreditation standards for Allied Dental Programs.
  - 24.02 Identify and describe educational theory and methodology as they relate to Allied Dental Education.
  - 24.03 Establish liaison with appropriate accrediting organizations, community partners, and educational institutions.

### **Specialty Option 2: Product Marketing, Sales, and Educational Programs**

- 25.0 Demonstrate skills necessary for marketing, sales, and educational programs for dental products--The student will be able to:
  - 25.01 Establish educational programs relating the value and effectiveness of various dental products.
  - 25.02 Apply economic principles for product marketing, distribution and sales.
  - 25.03 Demonstrate effective product evaluation and comparison.
  - 25.04 Identify appropriate consumer populations.

### **Specialty Option 3: Dental Practice Management**

- 26.0 Demonstrate knowledge of dental practice set up and management procedures--The student will be able to:
  - 26.01 Establish policies and procedures for dental practice operations.
  - 26.02 Identify roles and responsibilities of all employees.
  - 26.03 Implement policies and procedures for establishing effective management of a dental practice.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Hygiene  
**Career Cluster:** Health Science

AS	
CIP Number	1351060200
Program Type	College Credit
Standard Length	88 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2021 Dental Hygienists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as dental hygienists SOC Code-29-2021 Dental Hygienist or to provide supplemental training for persons previously or currently employed in this occupation.

The content includes, but is not limited to, patient assessment, dental hygiene instrumentation and direct patient care services (scaling/root planing/curettage/radiographs/oral hygiene-instruction/expanded functions), community dental health, dental office emergencies, infection control, special needs dental care, office management, employability skills, ethics and jurisprudence.

General education content must include oral and written communications, Psychology and Sociology.

Biomedical science content must include content in anatomy, physiology, chemistry, biochemistry, microbiology, immunology, general pathology and/or pathophysiology, nutrition and pharmacology.

Dental sciences content must include tooth morphology, head, neck and oral anatomy, oral embryology and histology, oral pathology, radiography, periodontology, pain management, and dental materials.

Graduates must be competent in providing the dental hygiene process of care which includes: Assessment, Planning, Implementation, and Evaluation.

Students are prepared to take the Dental Hygiene National Board and state licensure examinations. Dental Hygiene Programs accredited by the American Dental Association Commission on Dental Accreditation are required to implement clinical experiences outlined in these program standards.

### **Program Structure**

This program is a planned sequence of instruction consisting of 88 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. In depth clinical information and requirements can be found in the Commission on Dental Accreditation Dental Hygiene Standards.

### **Special Notes**

This program meets the Department of Health HIV/AIDS, domestic violence education and prevention of medical errors requirements.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

The Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 88 credit hours according to Rule 6A-14.030, F.A.C.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Perform expanded functions for the dental hygienist.
- 13.0 Perform dental office procedures.
- 14.0 Identify, describe, maintain and utilize dental instruments and equipment.
- 15.0 Identify and perform dental and radiographic procedures.

- 16.0 Identify properties and uses, and manipulate dental materials.
- 17.0 Describe the legal and ethical responsibilities of the hygienist.
- 18.0 Identify and explain the formation and function of the head, neck, dental structures and tissues including pathological conditions of the human body in relation to the oral cavity.
- 19.0 Identify and explain principles of microbiology, disease transmission, disease prevention and perform principles of infection control procedures relating to dental care.
- 20.0 Identify and explain usage, administration, indications, contraindications, adverse reactions and precautions of pharmaceutical and anesthetic agents used in the treatment of dental disease and of those agents which may influence patient care while receiving dental treatment.
- 21.0 Describe principles and perform techniques of preventive dentistry.
- 22.0 Perform patient assessment.
- 23.0 Perform direct patient services.
- 24.0 Implement and evaluate community health interventions and research activities.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Dental Hygiene  
**CIP Number:** 1351060200  
**Program Length:** 88 credit hours  
**SOC Code(s):** 29-2021

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C.

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a healthcare team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
  - 01.07 Identify characteristics of effective teams.
  - 01.08 Recognize methods for building positive team relationships.
  - 01.09 Analyze attributes and attitudes of an effective leader.
  - 01.10 Recognize factors and situations that may lead to conflict.
  - 01.11 Demonstrate effective techniques for managing team conflict.
  - 01.12 Describe factors that influence the current delivery system of healthcare.
  - 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Respond to verbal and non-verbal cues.



- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities–The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts–The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.

- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
  
- 09.0 Demonstrate employability skills—The student will be able to:
  - 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
  - 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
  
- 11.0 Apply basic math and science skills—The student will be able to:
  - 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.

- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

**Dental Hygiene Students completing the following intended outcomes (12-24) have met the requirements of the Dental Hygiene Program and qualify to make application for the Dental Hygiene National Board and state licensure examinations.**

- 12.0 Perform expanded functions for the dental hygienist as permitted by Florida Statutes/Law--The student will be able to:
  - 12.01 Demonstrate instrument transfer, evacuation, and the principles of four-handed dentistry.
  - 12.02 Perform expanded functions as permitted by the Florida Statutes/Law pertaining to the practice of dental hygiene.
  
- 13.0 Perform dental office procedures--The student will be able to:
  - 13.01 Maintain appointment control with effective time management skills.
  - 13.02 Assess, create, modify, and maintain an active recare system.
  - 13.03 Prepare and maintain accurate patient records.
  - 13.04 Prepare and maintain patient financial records, collect fees.
  - 13.05 Prepare and maintain office financial records.
  - 13.06 Prepare and maintain dental office inventory control and purchasing.
  - 13.07 Demonstrate public relations responsibilities of the secretary/receptionist.
  - 13.08 Demonstrate skills on office equipment to include computers and dental office management systems.
  - 13.09 Maintain a positive office environment.
  - 13.10 Receive and dismiss patients and visitors.
  - 13.11 Demonstrate reporting and recording of adverse events.
  
- 14.0 Identify, describe, maintain and utilize dental instruments and equipment--The student will be able to:
  - 14.01 Identify various types, functions and operations of dental operator and laboratory equipment.
  - 14.02 Maintain dental operator equipment and instruments including proper sharpening techniques.
  - 14.03 Identify types and functions of dental hygiene instruments.
  
- 15.0 Identify and perform dental and radiographic procedures--The student will be able to:
  - 15.01 Describe history, physics and biological effects of ionizing radiation.
  - 15.02 Identify parts of the imaging machine including accessories.
  - 15.03 Demonstrate radiologic health protection techniques.
  - 15.04 Perform various forms of processing procedures that include application and care.
  - 15.05 Place and expose dental and radiographs that should include chemical emulsion, digital and phosphor plates, and understand the relevance of exposure settings, times and patient record keeping.
  - 15.06 Identify radiographic anatomical landmarks.
  - 15.07 Mount radiographic surveys and/or save and store digital files.
  - 15.08 Maintain unexposed film inventory and storage.

- 16.0 Identify properties and uses, and manipulate dental materials--The student will be able to:
- 16.01 Identify properties and uses and manipulation of gypsum.
  - 16.02 Identify properties and uses and manipulation of restorative materials.
  - 16.03 Identify properties and uses and manipulation of dental cements.
  - 16.04 Identify properties and uses and manipulation of impression materials.
  - 16.05 Identify properties and uses and manipulation of acrylics and/or thermoplastics.
  - 16.06 Identify properties and uses and manipulation of waxes.
  - 16.07 Perform dental laboratory procedures to include the fabrication of casts, custom trays, temporary crowns and/or bridges.
  - 16.08 Clean and removable dental appliances.
- 17.0 Describe the legal and ethical responsibilities of the dental hygienist--The student will be able to:
- 17.01 Define commonly used legal vocabulary relating to dentistry.
  - 17.02 Describe ethical considerations/obligations in the dental team-patient relationship.
  - 17.03 Explain risk management and root cause analysis.
  - 17.04 Identify areas of Florida Statute 466 and Rule chapter 64B5 applicable to dentistry and dental hygiene.
  - 17.05 Apply self assessment skills to prepare for life-long learning.
  - 17.06 Apply ethical principles, legal and regulatory concepts to resolve ethical dilemmas.
- 18.0 Identify and explain the formation and function of the head, neck, dental structures and tissues including pathological conditions of the human body in relation to the oral cavity--  
The student will be able to:
- 18.01 Identify structures and functions of head and neck anatomy including bones, muscles, sinuses, salivary glands, lymph nodes, nerves and blood vessels.
  - 18.02 Identify embryonic development of head, oral cavity, and teeth.
  - 18.03 Describe the histological components of the head, oral cavity, and elements of the teeth and supporting structures.
  - 18.04 Describe and differentiate between normal and malocclusion.
  - 18.05 Identify the elements of the chemical basis of life, cellular metabolism and the structure of the major tissue types of the human body.
  - 18.06 Describe the metabolism of nutrient foods, vitamins and minerals by the human body and pathological conditions related to nutrient deficiencies.
  - 18.07 Identify anatomical structures and physiological function of the principle systems of the human body including the skeletal, muscular, integumentary, circulatory, lymphatic, endocrine, digestive, reproductive, respiratory, urinary, and nervous systems.
  - 18.08 Recognize and describe oral pathological conditions related to the teeth and their supporting structures.
  - 18.09 Identify teeth and their landmarks, and the morphological characteristics of each individual tooth.
  - 18.10 Recognize and describe developmental anomalies related to the teeth, face, and oral structures.

- 19.0 Identify and explain principles of microbiology, disease transmission, disease prevention, and perform infection control procedures--The student will be able to:
- 19.01 Differentiate between pathogenic and non-pathogenic microorganisms.
  - 19.02 Describe pathogens and modes of disease transmission.
  - 19.03 Differentiate between aseptic and non-aseptic environments.
  - 19.04 Perform aseptic handwashing technique.
  - 19.05 Describe ,apply and differentiate methods of cleaning, disinfection and sterilization
  - 19.06 Demonstrate the use of the microscope.
  - 19.07 Collect and prepare slides for examination for pathology.
  - 19.08 Recognize the need for and proper precautions for the prevention of disease transmission during all dental related procedures.
  - 19.09 Identify the role of prokaryotic cells, eukaryotic cells, viruses, and bacteria in the infections and mechanisms of diseases.
  - 19.10 Identify the genetics of microbes including replication of DNA and protein synthesis, mutation and gene transfer.
- 20.0 Identify and explain usage, administration, indications, contraindications, adverse reactions and precautions of pharmaceutical and anesthetic agents used in the treatment of dental disease--The student will be able to:
- 20.01 Identify drug requirements, agencies, and regulations.
  - 20.02 Record a drug prescription on a patient's chart.
  - 20.03 Identify drug actions, side effects, indications and contraindications; verify with Physician's Desk Reference or its equivalent.
  - 20.04 Identify common drugs used in dentistry.
  - 20.05 Prepare and apply a topical anesthetic agent.
  - 20.06 Identify properties of anesthetics.
  - 20.07 Prepare armamentarium and administer local anesthetics using recognized techniques for pain control.
  - 20.08 Monitor and identify precautions in the use of nitrous oxide-oxygen conscious sedation.
  - 20.09 Identify drugs and chemicals used for infection control in the dental office.
  - 20.10 Recognize specific conditions in the oral cavity caused by pharmaceutical agents accordingly.
  - 20.11 Describe methods of administering local and topical anesthetics.
  - 20.12 Identify the tissues innervated by each of the nerves associated with dental local and topical anesthesia.
  - 20.13 Describe properties and mode of action of the ideal local and topical anesthetic.
  - 20.14 List medical considerations in choosing a local and topical anesthetic.
  - 20.15 Describe the process of drug metabolism.
- 21.0 Describe principles and perform techniques of preventive dentistry--The student will be able to:
- 21.01 Identify, communicate, and instruct patients on applicable methods of preventive dentistry that utilize risk assessment, evidence based learning, individualized preventive care plans, counseling regarding health status and rationale for preventive care plan, and training to perform necessary oral hygiene skills.
  - 21.02 Perform oral prophylaxis and anticariogenic treatments.

- 21.03 Identify and describe deficiencies that manifest symptoms in the oral cavity and communicate applicable therapies.
  - 21.04 Formulate and present diets to address specific dental needs and provide nutritional counseling.
- 22.0 Perform patient assessment--The student will be able to:
- 22.01 Take, record, and correlate medical/dental history with dental hygiene treatment plan and services to be performed.
  - 22.02 Use appropriate armamentarium to assess and chart suspected findings of the oral cavity.
  - 22.03 Take, record, and correlate vital sign observations with dental hygiene treatment plan and services to be performed.
  - 22.04 Assess vital signs in order to prevent patient complications.
  - 22.05 Perform record and correlate extraoral and intraoral examination findings with dental hygiene treatment plan and patient services to be performed.
  - 22.06 Conduct comprehensive periodontal examination including pocket depth, mobility, furcations, radiographic findings, and tissue health.
  - 22.07 Consult with dentist and physicians to verify dental and medical information and develop the treatment plan to be implemented.
  - 22.08 Observe and record existing restorations, conditions, and suspected pathologies.
  - 22.09 Interpret and correlate dental radiographs and dental charting with dental hygiene treatment plan.
  - 22.10 Perform soft tissue reassessment and evaluate the effects of initial dental hygiene therapy and make appropriate therapy modifications or referrals.
  - 22.11 Recognize systemic diseases from oral manifestations.
  - 22.12 Record diagnosis made by dentist.
  - 22.13 Recognize and react appropriately to contraindications to dental treatment found in medical and dental history.
  - 22.14 Identify and assess dental office emergencies and follow the appropriate protocol for treatment.
- 23.0 Perform direct patient services--The student will competently provide dental hygiene process of care for the child, adolescent, adult and geriatric patient as well as the special needs patient and be able to:
- 23.01 Detect calculus for removal and differentiate between deposits and other causes of tooth surface roughness.
  - 23.02 Scale and root plane the teeth, performing periodontal debridement using appropriate armamentarium and instrumentation technique.
  - 23.03 Apply appropriate chemo-therapeutic agents.
  - 23.04 Manipulate mechanical instruments for deposit removal, i.e. ultrasonic and prophylax and/or slowspeed handpiece.
  - 23.05 Perform soft tissue curettage with appropriate instruments.
  - 23.06 Apply desensitizing agents where applicable.
  - 23.07 Communicate to patients all home therapies intended to restore and maintain soft tissue health for long term care.
  - 23.08 Provide and communicate dietary counseling for health maintenance and specific healing needs.
  - 23.09 Provide and communicate recommendations for patient use of caries prevention agents.



- 23.10 Provide a comprehensive collection of patient data to identify the physical and oral health status.
  - 23.11 Provide analysis of assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs.
  - 23.12 Establish a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health.
  - 23.13 Provide patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health.
  - 23.14 Measure the extent to which goals identified in the dental hygiene care plan are achieved.
  - 23.15 Complete an accurate recording of all documentation relevant to patient care.
- 24.0 Implement and evaluate community health interventions and research activities--The student will be able to:
- 24.01 Demonstrate competence in assessment, planning, implementation and evaluation of community health interventions.
  - 24.02 Formulate and analyze research methodologies for community health interventions.
  - 24.03 Interpret research findings in scientific literature.
  - 24.04 Apply research findings to dental hygiene care delivery.
  - 24.05 Apply statistical analysis and evidence based research to health trends and community interventions.
  - 24.06 Collaborate and perform a needs assessment with community partners.
  - 24.07 Differentiate scientific value of literature found in both electronic and traditional mediums.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health Services Management  
**Career Cluster:** Health Science

AS	
CIP Number	1351070100
Program Type	College Credit
Standard Length	62 credit hours
CTSO	HOSA
SOC Codes (all applicable)	11-9111 Medical and Health Services Managers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as health services managers. SOC Code 11-9111 (Medical and Health Services Managers) or health service administrators or to provide supplemental training for persons previously or currently employed in these occupations. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content includes but is not limited to communication skills, leadership skills, human relations and employability skills, principles of management, introduction to computer literacy, health care organization, medical ethics, legal aspects, and advanced technical skills in a chosen health-related profession, health and safety, and CPR.

### **Program Structure**

This program is a planned sequence of instruction consisting of 62 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

It is strongly recommended that hands-on practical experience be an integral part of the program.

### **Special Notes**

Certain health care professions are required to complete specific training on AIDS/HIV, domestic violence, and/or medical error prevention. Students may locate the requirements on the Florida Department of Health website if seeking licensure. Program faculty will assist students as needed.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The curriculum content must include: courses in management, accounting and bookkeeping, personnel relations and management, governmental standards and regulation of health care administration in diverse health care settings (including nursing administration and patient care).

The theory base is built upon supportive courses available to students in the community college setting. Such courses shall include, but not be limited to, business communication, social science, business, mathematics, and computer application.

Graduates may be eligible to apply to take the National Administrators Board examination and the State Board licensing examination for licensure as a nursing home administrator in the State of Florida if they hold an advanced 4-year degree or meet the requirements of a Baccalaureate degree at an institution of higher learning.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary

students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following ATD program has been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Health Care Services (0351070202/0351070203) – 32 credit hours

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 62 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Health Care Services (0318.070101) – 32 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Recognize and practice safety and security procedures.
- 05.0 Demonstrate an understanding of information technology applications in healthcare.

- 06.0 Demonstrate employability skills.
- 07.0 Basic knowledge of medical language, anatomy and physiology, disease processes and pharmacology.
- 08.0 Demonstrate knowledge of materials and supplies needed to care in healthcare and how to obtain them in various healthcare settings
- 09.0 Demonstrate leadership and administrative skills basic to management in any health care facility.
- 10.0 Interpret federal, state and local laws as they apply to health care facilities.
- 11.0 Demonstrate knowledge of operational and organizational structures of health care facilities.
- 12.0 Demonstrate knowledge of appropriate human resource management in healthcare
- 13.0 Identify and apply basic knowledge of departmental capital and operational budgets.
- 14.0 Demonstrate knowledge of reimbursement systems and methodologies
- 15.0 Comply with accreditation standards of governmental or governmental appointed agencies/organization.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Services Management  
**CIP Number:** 1351070100  
**Program Length:** 62 credit hours  
**SOC Code(s):** 11-9111

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Care Management Foundations (1-9)**

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the composition and functions of a healthcare team.
- 01.04 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.05 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.06 Identify characteristics of effective teams.
- 01.07 Recognize methods for building positive team relationships.
- 01.08 Analyze attributes and attitudes of an effective leader.
- 01.09 Recognize factors and situations that may lead to conflict.
- 01.10 Demonstrate effective techniques for managing team conflict.
- 01.11 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:

- 02.01 Develop fundamental speaking and active listening skills.
- 02.02 Develop essential observational skills.
- 02.03 Understand documentation strategies in written and oral form.
- 02.04 Identify communication styles and barriers.
- 02.05 Understand characteristics of successful and unsuccessful communication
- 02.06 Respond to verbal and non-verbal cues.
- 02.07 Compose written communication for various purposes using correct spelling, grammar, formatting and confidentiality.
- 02.08 Use appropriate medical terminology and abbreviations.
- 02.09 Recognize the importance of maintaining good interpersonal relationships with patients and other healthcare workers
- 02.10 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic generational and religious groups.

- 02.11 Analyze elements of communication using a sender-receiver model.
  - 02.12 Distinguish between and report subjective and objective information.
  - 02.13 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.02 Demonstrate knowledge of the implementation processes of healthcare facility policy and procedures.
  - 03.03 Explain the “Patient’s Bill of Rights”.
  - 03.04 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.05 Describe advance directives.
  - 03.06 Describe informed consent.
  - 03.07 Explain the laws governing harassment, labor and employment.
  - 03.08 Differentiate between legal and ethical issues in healthcare.
  - 03.09 Describe a code of ethics.
  - 03.10 Identify and compare personal, professional, and organizational ethics.
  - 03.11 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.12 Discuss what constitutes illegal and/or unethical practices of healthcare workers and the protocols for reporting.
- 04.0 Recognize and practice safety and security procedures. – The student will be able to:
- 04.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 04.02 Explain and apply the theory of root cause analysis
  - 04.03 Identify and describe most common medical errors and methods for medical error reduction and prevention in the various healthcare settings.
  - 04.04 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions.
  - 04.05 Discuss The Joint commission National Patient Safety Goals ([www.jointcommission.org](http://www.jointcommission.org) )
  - 04.06 Demonstrate awareness of other institutional policies and procedures related safety and security.
- 05.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:
- 05.01 Demonstrate-computer skills including word processing, spreadsheets, presentations, and database management.
  - 05.02 Recognize technology applications in healthcare.
  - 05.03 Discuss methods of communication to access and distribute data such as fax, e-mail and internet.
  - 05.04 Interpret information from Electronic Health Records (EHR) and applications in healthcare.
  - 05.05 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
  - 05.06 Demonstrate how health information is used for institutional outcome assessment

- 06.0 Demonstrate employability skills. – The student will be able to:
  - 06.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 06.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 06.03 Identify documents that may be required when applying for a job.
  - 06.04 Write an appropriate resume.
  - 06.05 Conduct a job search. including levels of education, credentialing requirements employment opportunities, workplace environments and career growth potential
  - 06.06 Complete a job application form correctly.
  
- 07.0 Basic knowledge of medical language, anatomy and physiology, disease processes and pharmacology.
  - 07.01 Demonstrate knowledge of clinical terminology as relates to healthcare management.
  - 07.02 Describe the structure and function of different body systems.
  - 07.03 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology.
  
- 08.0 Demonstrate knowledge of materials and supplies needed to care in healthcare and how to obtain them in various healthcare settings. – The student will be able to:
  - 08.01 Evaluate current inventory.
  - 08.02 Prepare purchase orders, being mindful of current financial status of institution.
  - 08.03 Shop for quality, price, and quantity.
  - 08.04 Maintain computer-based inventory system.



## **Health Services Management (9-15)**

- 09.0 Demonstrate leadership and administrative skills basic to management in any health care facility. – The student will be able to:
- 09.01 Identify current trends and perspectives related to the management of health care organizations and the means by which the application of sound management principles and behavior can facilitate change.
  - 09.02 Interpret managerial principles, practices and processes to the delivery of health care.
  - 09.03 Identify the role, responsibilities and parameters for the various levels of management within the health care organizations.
  - 09.04 State the control processes and techniques used to ensure that the objectives, strategies and policies of health care delivery are achieved effectively and efficiently.
  - 09.05 Relate the various aspects of organizational dynamics (decision making, motivation, leadership, and communication) to the needs and problems of health care organizations.
  - 09.06 Relate personnel administration practices to the total scope of labor relations, including manpower acquisition, maintenance, and utilization.
  - 09.07 Be knowledgeable in workflow identification, charting, and workflow management techniques such as PERT and GANNT charting.
- 10.0 Interpret federal, state and local laws as they apply to health care facilities. – The student will be able to:
- 10.01 Cite federal, state and local institutional requirements.
  - 10.02 List required standards and procedures for facility and staff.
  - 10.03 Identify mandatory requirements regarding environmental health and safety standards.
  - 10.04 Discuss the impact of legislative changes on health care facilities.
  - 10.05 Identify the Florida Statutes as applied to health care facilities.
- 11.0 Demonstrate knowledge of operational and organizational structures of health care facilities. – The student will be able to:
- 11.01 Describe the functions and standards of departments in health care facilities.
  - 11.02 Contrast administrative roles and responsibilities in different types of health care agencies.
  - 11.03 Describe principles and philosophies of health care agencies delivering long-term, acute and other types of health care services and their individual role in the overall healthcare delivery system.
- 12.0 Demonstrate knowledge of appropriate human resource management in healthcare – The student will be able to:
- 12.01 Prepare job descriptions.
  - 12.02 Develop productivity standards required for total care using available statistics.
  - 12.03 Identify factors that contribute to the development of productivity standards.
  - 12.04 Demonstrate the understanding of the legal aspects of human resource management.

- 13.0 Identify and apply basic knowledge of departmental capital and operational budgets. –  
The student will be able to:
- 13.01 Describe the budget process and operational budget format.
  - 13.02 Explain a capital budget justification format.
  - 13.03 Delegate capital budget preparation to key managers.
  - 13.04 Analyze and approve appropriate capital budget items.
  - 13.05 Analyze and approve appropriate financial levels in each operational budget.
- 14.0 Demonstrate knowledge of reimbursement systems and methodologies– The student will be able to:
- 14.01 Demonstrate knowledge of a patient classification system within a health care facility.
  - 14.02 Demonstrate understanding of process of utilization review for utilization review.
  - 14.03 Demonstrate knowledge of accounts receivable system that monitors and optimizes reimbursement.
  - 14.04 Evaluate acase-mix analysis reports.
  - 14.05 Demonstrate the knowledge of third party reimbursements.
  - 14.06 Demonstrate basic knowledge of the procedures and purposes of medical billing and coding.
- 15.0 Comply with accreditation standards of governmental or governmental appointed agencies/organization. –The student will be able to:
- 15.01 List and implement procedures to meet required standards for health care facilities.
  - 15.02 Identify the required standards for health care personnel.
  - 15.03 Identify policies and operational procedures to meet required standards.
  - 15.04 Identify liaison mechanisms with appropriate accrediting organizations.
  - 15.05 Discuss importance of maintaining state and federal licenses.
  - 15.06 Access performance improvement activities.
  - 15.07 Explain medical staff processes and protocols.
  - 15.08 Identify risk management activities.
  - 15.09 Identify CQI activities.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health Information Technology  
**Career Cluster:** Health Science

AS	
CIP Number	1351070700
Program Type	College Credit
Standard Length	70 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2071 Medical Records and Health Information Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as Health Information Technicians, Medical Record Technicians SOC Code 29-2071 (Medical Records and Health Information Technicians), or to provide supplemental training for persons previously or currently employed in these occupations. It prepares the student to take the AHIMA national certification examination for Registered Health Information Technicians (RHIT). The program should meet the program standards and guidelines of the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The program should encompass the AHIMA established knowledge clusters and entry-level competencies for Registered Health Information Technicians (RHIT's).

The content includes but is not limited to health information management, ethical and medico-legal aspects, computer information technology for health records, biomedical sciences, including anatomy and physiology, medical terminology, pharmacology and pathophysiology, health record science, computer applications, word processing, data base management, and spreadsheet, health data content, analysis and structure, statistics and data literacy, coding, clinical classification systems, reimbursement methodologies, quality assessment and

performance improvement, health care delivery systems, indexing, organization and supervision, professional practice experience, and employability skills.

### **Program Structure**

This program is a planned sequence of instruction consisting of 70 hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program should be taught in accordance with the accreditation standards of: the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 North Michigan Ave., 21<sup>st</sup> Floor, Chicago, IL 60601-5800 (312/233-1100) [www.cahiim.org](http://www.cahiim.org)

Students should be encouraged to join the (AHIMA) American Health Information Management Association and/or (AAPC) American Academy of Professional Coders and participate in the state/local association.

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 70 credit hours according to Rule 6A-14.030, F.A.C.

## **Standards**

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

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Explore health informatics and information management as a profession.
- 04.0 Demonstrate an understanding of health data concepts.
- 05.0 Describe the functions of a health record
- 06.0 Demonstrate a basic understanding of Health Information Technology.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies.
- 08.0 Explore ethical issues in Health Informatics and Information Management
- 09.0 Identify the importance of privacy and health records law in healthcare.
- 10.0 Demonstrate computer knowledge and skills
- 11.0 Demonstrate employability skills.
- 12.0 Describe the anatomy and physiology of the human body.
- 13.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology.
- 14.0 Manage health data.
- 15.0 Demonstrate proficiency in clinical classification systems.
- 16.0 Use medical references.
- 17.0 Calculate healthcare statistics, including those for biomedical research and quality.
- 18.0 Utilize appropriate health services organization and delivery system regulations.
- 19.0 Utilize appropriate information technology and systems
- 20.0 Participate in the planning, design, selection, implementation, integration, testing, and support for EHR's
- 21.0 Manage organizational resources

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Information Technology  
**CIP Number:** 1351070700  
**Program Length:** 70 credits  
**SOC Code(s):** 29-2099

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations. – The student will be able to:
- 01.01 Discuss the evolution of health care.
  - 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 01.03 Discuss regulatory agencies and organizations within the healthcare delivery system
  - 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 02.06 Use appropriate medical terminology and abbreviations.
  - 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client educations regarding healthcare.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Recognize elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.

- 03.0 Explore health informatics and information management as a profession. – The student will be able to:
- 03.01 Discuss the history of health information management.
  - 03.02 Discuss the professional opportunities within the health information management profession.
  - 03.03 Demonstrate knowledge of professional associations within HIM.
- 04.0 Demonstrate an understanding of health data concepts. – The student will be able to:
- 04.01 Describe the various uses of health data (primary and secondary).
  - 04.02 Describe various characteristics of health data quality and standards.
- 05.0 Describe the functions of a health record. – The student will be able to:
- 05.01 Demonstrate an understanding of the various formats of the health record.
  - 05.02 Explain the various uses of a health record.
  - 05.03 Follow medical records policies and procedures for security, including confidentiality.
- 06.0 Demonstrate a basic understanding of Health Information Technology. – The student will be able to:
- 06.01 Discuss how healthcare reform legislation can and does affect the HIT field.
  - 06.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
  - 06.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies. – The student will be able to:
- 07.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 07.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
- 08.0 Explore ethical issues in Health Informatics and Information Management – The student will be able to:
- 08.01 Describe the code of ethics consistent with healthcare occupations.
  - 08.02 Recognize ethical issues related to health information technology.
  - 08.03 Recognize ethical issues related to coding and billing/medical transcription.
- 09.0 Identify the importance of privacy and health records law in healthcare. – The student will be able to:
- 09.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 09.02 Define and explain the composition of the legal patient record.
  - 09.03 Follow medical records policies and procedures for security, including confidentiality.

- 10.0 Demonstrate computer knowledge and skills – The student will be able to:
- 10.01 Demonstrate keyboarding skills
  - 10.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 10.03 Demonstrate ability to connect to the internet
  - 10.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 10.05 Demonstrate ability to send and receive e-mail.
  - 10.06 Demonstrate ability to send messages with attached files.
  - 10.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 10.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
- 11.0 Demonstrate employability skills. – The student will be able to:
- 11.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 11.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 11.03 Identify documents that may be required when applying for a job.
  - 11.04 Write an appropriate resume.
  - 11.05 Conduct a job search.
  - 11.06 Complete a job application form correctly.
  - 11.07 Demonstrate competence in job interview techniques.
  - 11.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 11.09 Identify acceptable work habits.
  - 11.10 Recognize appropriate affective/professional behavior.
- Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).

**Health Information Management SOC Code 29-2071 (Medical Records and Health Information Technicians)**

- 12.0 Describe the anatomy and physiology of the human body. – The student will be able to:
- 12.01 Describe the structure and function of the respiratory system.
  - 12.02 Describe the structure and function of the cardio-vascular system.
  - 12.03 Describe the structure and function of the muscular-skeletal system.
  - 12.04 Describe the structure and function of nervous, skin, and sensory systems.
  - 12.05 Describe the structure and function of the reproductive system.
  - 12.06 Describe the structure and function of the urinary system.
  - 12.07 Describe the structure and function of the digestive system.
  - 12.08 Describe the structure and function of the endocrine system.
- 13.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology. – The student will be able to:



- 13.01 Demonstrate an understanding of the predisposing factors and direct causes of disease as they relate to the human body.
- 13.02 Demonstrate an understanding of the general morphology of organisms and their role in the disease process.
- 13.03 Demonstrate an understanding of the pathogenesis of diseases of all the body systems.
- 13.04 Demonstrates an understanding of the most common drugs by classification, action and the rationale for use in treatment so that the student will be able to determine if a drug ordered on a patient's medical record ties to any of the diagnoses listed on the same medical record.

14.0 Manage health data. –The student will be able to:

- 14.01 Collect and maintain health data (such as data elements, data sets, and databases).
- 14.02 Conduct analysis to ensure documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
- 14.03 Apply policies and procedures to ensure the accuracy of health data.
- 14.04 Utilize correct clinical vocabulary and terminology.
- 14.05 Verify timelines, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.
- 14.06 Maintain healthcare information requirements and health data standards.

15.0 Demonstrate proficiency in clinical classification systems. –The student will be able to:

- 15.01 Use and maintain electronic applications and work processes to support classification and coding
- 15.02 Apply diagnosis/procedure codes using ICD coding classification systems.
- 15.03 Apply procedure codes using CPT/HCPCS.
- 15.04 Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, etc.
- 15.05 Adhere to current regulations and established guidelines in code assignment.
- 15.06 Validate coding accuracy using clinical information found in the health record.
- 15.07 Use and maintain applications and processes to support other clinical classification and nomenclature systems (such as ICD-10-CM, SNOMED etc.)
- 15.08 Resolve discrepancies between coded data and supporting documentation.
- 15.09 Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.
- 15.10 Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes.
- 15.11 Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding initiative.

15.12 Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements such as outpatient prospective payment systems.

16.0 Utilize medical references. – The student will be able to:

16.01 Use medical dictionaries.

16.02 Identify and use trade generic and chemical drug names utilizing reference sources.

16.03 Identify and use diagnostic test terminology.

17.0 Manage healthcare statistics, including biomedical research and quality. –The student will be able to:

17.01 Abstract and maintain data for clinical indices/databases/registries.

17.02 Collect, organize, and present data for quality management, utilization management, risk management, and other related studies.

17.03 Compute and interpret healthcare statistics.

17.04 Understand institutional Review Board (IRB) processes and policies.

17.05 Use specialized databases to meet specific organization needs such as medical research and disease registries.

17.06 Abstract and report data for facility wide quality management and performance improvement programs.

17.07 Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.

18.0 Utilize appropriate health services organization and delivery system regulations. – The student will be able to:

18.01 Apply information system policies and procedures required by national health information initiatives on the healthcare delivery system.

18.02 Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local, and facility levels.

18.03 Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, etc.

18.04 Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs.

18.05 Describe how to monitor and re-adjust workflow as necessary.

18.06 Participate in the implementation of legal and regulatory requirements related to the health information infrastructure.

18.07 Apply policies and procedures for access and disclosure of personal health information.

18.08 Release patient-specific data to authorized users.

18.09 Maintain user access logs/systems to track access to and disclosure of identifiable patient data.

18.10 Conduct privacy and confidentiality training programs.

18.11 Investigate and recommend solutions to privacy issues/problems.

18.12 Apply and promote ethical standards of practice.

18.13 Implement appropriate Joint Commission patient safety goals.

19.0 Utilize appropriate information technology and systems. – The student will be able to:

- 19.01 Use technology, including hardware and software, to ensure data collection, storage, analysis and reporting of information.
- 19.02 Use common software application such as spreadsheets, databases, word processing, graphics, presentation, e-mail, etc. in the execution of work processes.
- 19.03 Use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging.
- 19.04 Apply policies and procedures to the use of networks, including internet and intranet applications to facilitate the electronic health record (EHR), personal health record (PHR), public health and other administrative applications.
- 19.05 Apply knowledge of data base architecture and design (such as data dictionary, data modeling, data warehousing) to meet departmental needs.
- 19.06 Use appropriate electronic or imaging technology for data/record storage.
- 19.07 Query and generate reports to facilitate information retrieval.
- 19.08 Design and generate reports to facilitate information retrieval.
- 19.09 Apply retention and destruction policies for health information.
- 19.10 Maintain archival and retrieval systems for patient information stored in multiple formats.
- 19.11 Coordinate, use, and maintain systems for document imaging and storage.
- 19.12 Apply confidentiality and security measures to protect electronic health information.
- 19.13 Protect data integrity and validity using software or hardware technology.
- 19.14 Apply departmental and organizational data and information system security policies
- 19.15 Use and summarize data compiled from audit trails and data quality monitoring programs.

20.0 Participate in the planning, design, selection, implementation, integration, testing, and support for EHR's– The student will be able to:

- 20.01 Demonstrate the ability to research best practices and perform a needs assessment to determine the architecture and system specifications needed for selection of an electronic health/medical record system for specific healthcare environments.
- 20.02 Evaluate, select, and implement information technologies to manage health data and systems in various healthcare settings, i.e. hospitals, clinics, physician practices.
- 20.03 Identify technological and behavioral barriers and potential solutions associated with electronic health/medical record implementation initiatives.

21.0 Manage Organizational Resources– The student will be able to:

- 21.01 Apply and organize roles and functions of teams and committees
- 21.02 Adapt communication and interpersonal abilities
- 21.03 Illustrate team leadership techniques
- 21.04 Design training and orientation programs.
- 21.05 Facilitate continuing education programs.
- 21.06 Comply with local, state and federal labor regulations
- 21.07 Identify the components of workflow and process monitors.
- 21.08 Use productivity tools and techniques to monitor, report, and improve processes.
- 21.09 Prioritize job functions and productivity criteria and communicate the resulting outcomes for health information functions.
- 21.10 Compose and make recommendations for organizational plans, budgets, and proposals.
- 21.11 Create and maintain monitors for employee performance, the revenue cycle, and resource allocation
- 21.12 Monitor coding and revenue cycle processes.
- 21.13 Recommend cost-savings and efficient means of achieving work processes and goals.
- 21.14 Contribute to work plans, policies, procedures, and resource requisitions in relation to job functions

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health Information Management  
**Career Cluster:** Health Science

AS	
CIP Number	1351070708
Program Type	College Credit
Standard Length	67 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2071
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as Health Information Technicians, Medical Record Technicians SOC Code 29-2071 (Medical Records and Health Information Technicians), or to provide supplemental training for persons previously or currently employed in these occupations. It prepares the student to take the AHIMA national certification examination for Registered Health Information Technicians (RHIT). The program should meet the program standards and guidelines of the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The program should encompass the AHIMA established knowledge clusters and entry-level competencies for Registered Health Information Technicians (RHIT's).

The content includes but is not limited to health information management, ethical and medico-legal aspects, computer information technology for health records, biomedical sciences, including anatomy and physiology, medical terminology, pharmacology and pathophysiology, health record science, computer applications, word processing, data base management, and spreadsheet, health data content, analysis and structure, statistics and data literacy, coding,

clinical classification systems, reimbursement methodologies, quality assessment and performance improvement, health care delivery systems, indexing, organization and supervision, professional practice experience, and employability skills.

### **Program Structure**

This program is a planned sequence of instruction consisting of 67 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program should be taught in accordance with the accreditation standards of: the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 North Michigan Ave., 21<sup>st</sup> Floor, Chicago, IL 60601-5800 (312) 233-1100  
[www.cahiim.org](http://www.cahiim.org)

Students should be encouraged to join the (AHIMA) American Health Information Management Association and/or (AAPC) American Academy of Professional Coders and participate in the state/local association.

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following ATD programs have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Medical Coder/Biller (0317050605/0317050603) – 26 credit hours  
Medical Record Transcribing (0317050606/0317050604) – 15 credit hours

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 67 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Healthcare Informatics Specialist (0351070711) – 18 credit hours  
Medical Information Coder/Biller (0351070707) – 34 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

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

- 01.0 Demonstrate an understanding of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Explore health informatics and information management as a profession.
- 04.0 Demonstrate an understanding of health data concepts.
- 05.0 Describe the functions of a health record.
- 06.0 Demonstrate a basic understanding of Health Information Technology.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies.

- 08.0 Explore ethical issues in Health Informatics and Information Management.
- 09.0 Identify the importance of privacy and health records law in healthcare.
- 10.0 Demonstrate computer knowledge and skills.
- 11.0 Demonstrate employability skills.
- 12.0 Describe the anatomy and physiology of the human body.
- 13.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology.
- 14.0 Manage health data.
- 15.0 Demonstrate proficiency in clinical classification systems.
- 16.0 Use medical references.
- 17.0 Calculate healthcare statistics, including those for biomedical research and quality.
- 18.0 Utilize appropriate health services organization and delivery system regulations.
- 19.0 Utilize appropriate information technology and systems
- 20.0 Participate in the planning, design, selection, implementation, integration, testing, and support for EHR's
- 21.0 Manage organizational resources.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Information Management  
**CIP Numbers:** 1351070608 A.S.  
**Program Length:** 67 credit hours  
**SOC Code(s):** 29-2071

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

Outcomes 01-11 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

01.0 Demonstrate an understanding of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Discuss the evolution of healthcare.
- 01.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
- 01.03 Discuss regulatory agencies and organizations within the healthcare delivery system
- 01.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Recognize elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

- 03.0 Explore Health Informatics And Information Management as a profession—The student will be able to:
- 03.01 Discuss the history of health information management.
  - 03.02 Discuss the professional opportunities within the health information management profession.
  - 03.03 Demonstrate knowledge of professional associations within HIM.
- 04.0 Demonstrate an understanding of health data concepts—The student will be able to:
- 04.01 Describe the various uses of health data (primary and secondary).
  - 04.02 Describe various characteristics of health data quality and standards.
- 05.0 Describe the functions of a health record—The student will be able to:
- 05.01 Demonstrate an understanding of the various formats of the health record.
  - 05.02 Explain the various uses of a health record.
  - 05.03 Follow medical records policies and procedures for security, including confidentiality.
- 06.0 Demonstrate a basic understanding of Health Information Technology—The student will be able to:
- 06.01 Discuss how healthcare reform legislation can and does affect the HIT field.
  - 06.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
  - 06.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
- 07.0 Discuss classification systems, clinical vocabularies and terminologies—The student will be able to:
- 07.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 07.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
- 08.0 Explore ethical issues in Health Informatics and Information Management—The student will be able to:
- 08.01 Describe the code of ethics consistent with healthcare occupations.
  - 08.02 Recognize ethical issues related to health information technology.
  - 08.03 Recognize ethical issues related to coding and billing/medical transcription.
- 09.0 Identify the importance of privacy and health records law in healthcare—The student will be able to:
- 09.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 09.02 Define and explain the composition of the legal patient record.
  - 09.03 Follow medical records policies and procedures for security, including confidentiality.

- 10.0 Demonstrate computer knowledge and skill—The student will be able to:
- 10.01 Demonstrate keyboarding skills
  - 10.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 10.03 Demonstrate ability to connect to the internet
  - 10.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 10.05 Demonstrate ability to send and receive e-mail.
  - 10.06 Demonstrate ability to send messages with attached files.
  - 10.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 10.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
- 11.0 Demonstrate employability skills—The student will be able to:
- 11.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 11.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 11.03 Identify documents that may be required when applying for a job.
  - 11.04 Write an appropriate resume.
  - 11.05 Conduct a job search.
  - 11.06 Complete a job application form correctly.
  - 11.07 Demonstrate competence in job interview techniques.
  - 11.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 11.09 Identify acceptable work habits.
  - 11.10 Recognize appropriate affective/professional behavior.
  - 11.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).

**Health Information Management SOC Code 29-2071 (Medical Records and Health Information Technicians)**

- 12.0 Describe the anatomy and physiology of the human body—The student will be able to:
- 12.01 Describe the structure and function of the respiratory system.
  - 12.02 Describe the structure and function of the cardio-vascular system.
  - 12.03 Describe the structure and function of the muscular-skeletal system.
  - 12.04 Describe the structure and function of nervous, skin, and sensory systems.
  - 12.05 Describe the structure and function of the reproductive system.
  - 12.06 Describe the structure and function of the urinary system.
  - 12.07 Describe the structure and function of the digestive system.
  - 12.08 Describe the structure and function of the endocrine system.
- 13.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology—The student will be able to:
- 13.01 Demonstrate an understanding of the predisposing factors and direct causes of disease as they relate to the human body.

- 13.02 Demonstrate an understanding of the general morphology of organisms and their role in the disease process.
  - 13.03 Demonstrate an understanding of the pathogenesis of diseases of all the body systems.
  - 13.04 Demonstrates an understanding of the most common drugs by classification, action and the rationale for use in treatment so that the student will be able to determine if a drug ordered on a patient's medical record ties to any of the diagnoses listed on the same medical record.
- 14.0 Manage health data—The student will be able to:
- 14.01 Collect and maintain health data (such as data elements, data sets, and databases).
  - 14.02 Conduct analysis to ensure documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
  - 14.03 Apply policies and procedures to ensure the accuracy of health data.
  - 14.04 Utilize correct clinical vocabulary and terminology.
  - 14.05 Verify timelines, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.
  - 14.06 Maintain healthcare information requirements and health data standards.
- 15.0 Demonstrate proficiency in clinical classification systems—The student will be able to:
- 15.01 Use and maintain electronic applications and work processes to support classification and coding.
  - 15.02 Apply diagnosis/procedure codes using ICD coding classification systems.
  - 15.03 Apply procedure codes using CPT/HCPCS.
  - 15.04 Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, etc.
  - 15.05 Adhere to current regulations and established guidelines in code assignment.
  - 15.06 Validate coding accuracy using clinical information found in the health record.
  - 15.07 Use and maintain applications and processes to support other clinical classification and nomenclature systems (such as ICD-10-CM, SNOMED etc.)
  - 15.08 Resolve discrepancies between coded data and supporting documentation.
  - 15.09 Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.
  - 15.10 Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes.
  - 15.11 Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding initiative.
  - 15.12 Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements such as outpatient prospective payment systems.
- 16.0 Utilize medical references—The student will be able to:
- 16.01 Use medical dictionaries.
  - 16.02 Identify and use trade generic and chemical drug names utilizing reference sources.
  - 16.03 Identify and use diagnostic test terminology.

17.0 Manage healthcare statistics, including biomedical research and quality–The student will be able to:

- 17.01 Abstract and maintain data for clinical indices/databases/registries.
- 17.02 Collect, organize, and present data for quality management, utilization management, risk management, and other related studies.
- 17.03 Compute and interpret healthcare statistics.
- 17.04 Understand institutional Review Board (IRB) processes and policies.
- 17.05 Use specialized databases to meet specific organization needs such as medical research and disease registries.
- 17.06 Abstract and report data for facility wide quality management and performance improvement programs.
- 17.07 Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.

18.0 Utilize appropriate health services organization and delivery system regulations–The student will be able to:

- 18.01 Apply information system policies and procedures required by national health information initiatives on the healthcare delivery system.
- 18.02 Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local, and facility levels.
- 18.03 Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, etc.
- 18.04 Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs.
- 18.05 Describe how to monitor and re-adjust workflow as necessary.
- 18.06 Participate in the implementation of legal and regulatory requirements related to the health information infrastructure.
- 18.07 Apply policies and procedures for access and disclosure of personal health information.
- 18.08 Release patient-specific data to authorized users.
- 18.09 Maintain user access logs/systems to track access to and disclosure of identifiable patient data.
- 18.10 Conduct privacy and confidentiality training programs.
- 18.11 Investigate and recommend solutions to privacy issues/problems.
- 18.12 Apply and promote ethical standards of practice.
- 18.13 Implement appropriate The Joint Commission patient safety goals.

19.0 Utilize appropriate information technology and systems–The student will be able to:

- 19.01 Use technology, including hardware and software, to ensure data collection, storage, analysis and reporting of information.
- 19.02 Use common software application such as spreadsheets, databases, word processing, graphics, presentation, e-mail, etc. in the execution of work processes.
- 19.03 Use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging.

- 19.04 Apply policies and procedures to the use of networks, including internet and intranet applications to facilitate the electronic health record (EHR), personal health record (PHR), public health and other administrative applications.
  - 19.05 Apply knowledge of data base architecture and design (such as data dictionary, data modeling, data warehousing) to meet departmental needs.
  - 19.06 Use appropriate electronic or imaging technology for data/record storage.
  - 19.07 Query and generate reports to facilitate information retrieval.
  - 19.08 Design and generate reports to facilitate information retrieval.
  - 19.09 Apply retention and destruction policies for health information.
  - 19.10 Maintain archival and retrieval systems for patient information stored in multiple formats.
  - 19.11 Coordinate, use, and maintain systems for document imaging and storage.
  - 19.12 Apply confidentiality and security measures to protect electronic health information.
  - 19.13 Protect data integrity and validity using software or hardware technology.
  - 19.14 Apply departmental and organizational data and information system security policies
  - 19.15 Use and summarize data compiled from audit trails and data quality monitoring programs.
- 20.0 Participate in the planning, design, selection, implementation, integration, testing, and support for EHR's—The student will be able to:
- 20.01 Demonstrate the ability to research best practices and perform a needs assessment to determine the architecture and system specifications needed for selection of an electronic health/medical record system for specific healthcare environments.
  - 20.02 Evaluate, select, and implement information technologies to manage health data and systems in various healthcare settings, i.e. hospitals, clinics, physician practices.
  - 20.03 Identify technological and behavioral barriers and potential solutions associated with electronic health/medical record implementation initiatives.
- 21.0 Manage organizational resources—The student will be able to:
- 21.01 Apply and organize roles and functions of teams and committees.
  - 21.02 Adapt communication and interpersonal abilities.
  - 21.03 Illustrate team leadership techniques.
  - 21.04 Design training and orientation programs.
  - 21.05 Facilitate continuing education programs.
  - 21.06 Comply with local, state and federal labor regulations.
  - 21.07 Identify the components of workflow and process monitors.
  - 21.08 Use productivity tools and techniques to monitor, report, and improve processes.
  - 21.09 Prioritize job functions and productivity criteria and communicate the resulting outcomes for health information functions.
  - 21.10 Compose and make recommendations for organizational plans, budgets, and proposals.
  - 21.11 Create and maintain monitors for employee performance, the revenue cycle, and resource allocation.
  - 21.12 Monitor coding and revenue cycle processes.

- 21.13 Recommend cost-savings and efficient means of achieving work processes and goals.
- 21.14 Contribute to work plans, policies, procedures, and resource requisitions in relation to job functions

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Occupational Therapy Assistant  
**Career Cluster:** Health Science

AS	
CIP Number	1351080300
Program Type	College Credit
Standard Length	70 credit hours
CTSO	HOSA
SOC Codes (all applicable)	31-2011 Occupational Therapy Assistants
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as occupational therapy assistants SOC Code 31-2011 (Occupational Therapist Assistants), or to provide supplemental training for persons previously or currently employed in this occupation. The program has been developed to prepare graduates as entry-level generalists and to offer a broad exposure to delivery model systems through academic and fieldwork education including preparation to assist an occupational therapist in implementing the plan of therapy for a patient prescribed by a physician.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to communication and interpersonal skills, health-illness-health concepts, specific life tasks and skills, the study and application of occupational therapy



principles, cultural competencies, professional behaviors, and employability skills, health and safety including CPR, anatomy and physiology, kinesiology, psychology, sociology, and gerontology. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Program Structure**

This program is a planned sequence of instruction consisting of 70 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program should meet the guidelines of the Accreditation Council for Occupational Therapy Education (ACOTE), 4720 Montgomery Lane Suite 200, Bethesda, MD 20814-3449, (301) 352-2682, of the American Occupational Therapy Association so that students who complete the program will be eligible to take the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). . Florida requires licensing of graduates by the Florida Department of Health through the Florida Board of Occupational Therapy Practice for persons completing programs approved by the American Occupational Therapy Association. This program must be in accordance with the Florida Department of Health's Occupational Therapy Board, Chapter 468, Part III, F.S. and Rule Chapter 64B11, F.A.C.

Cooperative training - OJT is appropriate for this program. Whenever cooperative training is offered, the following are required for each student: a training plan, signed by the student, teacher, and the employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care

Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 70 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.

- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate ability to communicate and use interpersonal skills effectively for the occupation.
- 13.0 Demonstrate an understanding of and apply health-illness-health concepts.
- 14.0 Analyze and apply learned skills in specific life tasks and activities.
- 15.0 Apply occupational therapy principles in patient/client relationship.
- 16.0 Demonstrate knowledge of ethics related to occupational therapy assistants.
- 17.0 Transport patients.
- 18.0 Discuss the etiology, progression, management, and prognosis of physical, emotional, and environmental stresses and trauma.
- 19.0 Discuss the effect of stress on optimal human functioning.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Occupational Therapy Assistant  
**CIP Number:** 1351080300  
**Program Length:** 70 credit hours  
**SOC Code(s):** 31-2011

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Occupational Therapy Assistant:** The completion of intended outcomes 12-19 lead to the eligibility of certification as an Occupational Therapy Assistant.

- 12.0 Demonstrate ability to communicate and use interpersonal skills effectively for the occupation—The student will be able to:
  - 12.01 Demonstrate awareness of self and relationship with others.
  - 12.02 Conduct didactic and group discussions.
  - 12.03 Record/report observations.
  - 12.04 Instruct individuals and groups.
  
- 13.0 Demonstrate an understanding of and apply health-illness-health concepts—The student will be able to:
  - 13.01 Explain occupation as a health determinant.
  - 13.02 Describe the basic function of the human body with particular emphasis on the neurological, musculoskeletal and cardiopulmonary systems.
  - 13.03 Describe the basic development of personality and learning.
  - 13.04 Describe appropriate life tasks as related to the developmental process from birth to death.
  - 13.05 Identify and describe disabling conditions commonly referred to occupational therapy.
  - 13.06 Explain the role of occupational therapy as a profession.
  - 13.07 Explain the relationship of occupational therapy to other health care workers.
  
- 14.0 Analyze and apply learned skills in specific life tasks and activities—The student will be able to:
  - 14.01 Demonstrate skill in performing selected life tasks and activities.
  - 14.02 Demonstrate skill in instructing and adapting selected life tasks and activities.
  - 14.03 Analyze activities.
  - 14.04 Demonstrate proper care and maintenance of equipment and supplies used in occupational therapy.
  
- 15.0 Apply occupational therapy principles in patient/client relationship—The student will be able to:
  - 15.01 Contribute to initial screening of patients/clients.
  - 15.02 Contribute to evaluation of occupational performance, performance components, and life space.
  - 15.03 Plan occupational therapy programs to prevent deterioration of occupational performance.
  - 15.04 Contribute to occupational therapy program planning for remediation of occupational performance deficits and performance component dysfunction.
  - 15.05 Implement occupational therapy program to prevent deterioration of occupational performance.
  - 15.06 Contribute to implementation of occupational therapy programs to restore and develop occupational performance.
  - 15.07 Contribute to the implementation of occupational therapy programs to restore, develop, or prevent the deterioration of performance components.
  - 15.08 Contribute to program administration and support.



- 15.09 Function in the role of supervisee and assist with supervision of aides and volunteers.
- 16.0 Demonstrate knowledge of ethics related to occupational therapy assistants–The student will be able to:
  - 16.01 Describe the relationship of the occupational therapy assistant to:
    - 16.01.01 the physician
    - 16.01.02 the occupational therapist
    - 16.01.03 the employer
  - 16.02 Explain the term "risk management".
  - 16.03 Explain to patient what you are going to do before you begin.
  - 16.04 Explain the process of applying for a Florida license.
  - 16.05 Identify documents which may be required when applying for a license.
- 17.0 Transport patients–The student will be able to:
  - 17.01 Transfer patient from bed to wheelchair.
  - 17.02 Move wheelchair via corridors, elevators, cars, etc.
  - 17.03 Provide information to patient as needed.
  - 17.04 Implement appropriate The Joint Commission patient safety goals.
- 18.0 Discuss the etiology, progression, management, and prognosis of physical, emotional, and environmental stresses and trauma–The student will be able to:
  - 18.01 Discuss the "self fulfilling prophecy" concept as related to outcome after severe trauma, alteration of body image and self concept.
  - 18.02 List the symptoms of stress in progressive order.
  - 18.03 Define psychosomatic illness.
  - 18.04 Define prognosis.
- 19.0 Discuss the effect of stress on optimal human functioning–The student will be able to:
  - 19.01 Define stress in terms of physical assessment.
  - 19.02 List three positive effects of stress.
  - 19.03 Discuss stress as a motivator in improving human performance.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Pharmacy Management  
**Career Cluster:** Health Science

AS	
CIP Number	1351080502
Program Type	College Credit
Standard Length	70 credit hours
CTSO	HOSA; Skills USA
SOC Codes (all applicable)	41-1011 First-Line Supervisors of Retail Sales Workers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for employment as a Senior/Lead Pharmacy Technician, Pharmacy Technician Coordinator, Pharmacy Manager/Supervisor trainee, drugstore/pharmacy managers, purchasing managers or SOC 41-1011 (First line supervisors/Manager of Retail sales worker), or to provide supplemental training for persons previously or currently employed in these occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to metric system, medical terminology, medicinal drugs, pharmaceutical compounding, USP 795 standards, sterile techniques, USP 797 standards, maintenance of inventory, IV preparation, receiving and handling of hazardous materials, preparing purchase orders, receiving and checking supplies purchased, printing labels, typing

prescription labels, delivering medications, pricing prescription drug orders and supplies, prepackaging unit dose packages, patient record systems, control records, data processing automation in pharmacy, computer application, employability skills, leadership and human relations skills, health and safety, including CPR. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Science program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Program Structure**

This program is a planned sequence of instruction consisting of 70 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Clinical practicum experiences are an integral part of this program.

### **Special Notes**

This program must be approved by the Board of Pharmacy. Program completers who wish to work as Pharmacy Technicians in the State of Florida must register with the Board of Pharmacy (465.014 F.S.).

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

It is recommended that program completers take national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board, 2215 Constitution Ave, Washington, DC 20037-2985, (202) 429-7576. This certification is offered three times annually.

Cooperative training - OJT is appropriate for this program. When cooperative training is offered, the following is required for each student: a training plan, signed by the student, instructor and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupations which the student has chosen as a career goal. Students must receive compensation for work performed.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care

Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. and Skills USA are the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following ATD programs have been approved by the Florida State Board of Education for statewide articulation credit into this degree program

Pharmacy Technician-ATD (0351080507/0351080503) – 40 credit hours

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 70 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Practice human relations skills.
- 13.0 Identify medical and legal considerations.
- 14.0 Identify pharmaceutical abbreviations and terminology as related to Community Pharmacy Practice.
- 15.0 Perform clerical duties as related to Pharmacy Practice.
- 16.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology.
- 17.0 Demonstrate knowledge of inventory control.
- 18.0 Initiate measurement and calculating techniques as it relates to Community Practice.
- 19.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology.
- 20.0 Prepare and deliver medications
- 21.0 Prepackage unit dose medications.
- 22.0 Prepare intravenous admixtures.
- 23.0 Perform Consumer economic activities.
- 24.0 Perform decision making activities.
- 25.0 Demonstrate leadership skills.
- 26.0 Identify, classify, and demonstrate management activities.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Pharmacy Management  
**CIP Number:** 1351080502  
**Program Length:** 70 credit hours  
**SOC Code(s):** 41-1011

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:



- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

## Pharmacy Technician (12-22)

- 12.0 Practice human relation skills--The student will be able to:
- 12.01 Identify the meaning and duties of a pharmacy technician.
  - 12.02 Discuss the organizational flow of responsibilities within a pharmacy setting.
  - 12.03 Establish and maintain a professional rapport with co-workers.
  - 12.04 Demonstrate an understanding of the Situation Background Assessment Recommendation (SBAR) communication model.
  - 12.05 Identify the current trends and perspectives related to the management of pharmacy health care organizations.
  - 12.06 Identify the means by which the application of team building can facilitate change within the pharmacy working environment.
- 13.0 Identify pharmaceutical abbreviations and terminology as related to community pharmacy practice--The student will be able to:
- 13.01 Use pharmaceutical medical terminology.
  - 13.02 Define the major symbols and abbreviations used on prescriptions and state the meaning.
- 14.0 Identify medical and legal considerations--The student will be able to:
- 14.01 Discuss the significance and scope of current national and Florida law and administrative rules as they relate to the practice of the pharmacy technician.
  - 14.02 Discuss medical legal concepts as they relate to the practice of the pharmacy technician.
  - 14.03 Discuss the need for accurate pharmacy documentation and recordkeeping.
  - 14.04 State valid reasons for confidentiality of patient information.
  - 14.05 Discuss the patient's Bill of Rights as it relates to pharmacy.
  - 14.06 Discuss pertinent laws governing pharmacy practice such as false prescriptions and an impaired person.
  - 14.07 Identify controlled substance and their applicable regulations.
  - 14.08 Discuss the Florida Right to Know Act with respect to hazardous materials.
  - 14.09 Implement appropriate The Joint Commission patient safety goals.
- 15.0 Perform clerical duties--The student will be able to:
- 15.01 Identify computer applications used in pharmacy.
  - 15.02 Demonstrate computer applications in processing pharmacy prescription data.
  - 15.03 Identify the application of facsimile equipment in generating patient prescriptions.
  - 15.04 Demonstrate the application of office equipment in duplicating patient prescriptions.
  - 15.05 Maintain patient profiles.
  - 15.06 Demonstrate telephone communication skills and routine inquiries.
  - 15.07 Identifies appropriate practice standards pertaining to patient counseling.
  - 15.08 Demonstrate the knowledge of systems used in maintaining pharmacy records.
- 16.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology--The student will be able to:

- 16.01 Define the major classifications of pharmaceuticals.
  - 16.02 Identify the sources from which medications are produced.
  - 16.03 Define poison; define placebo.
  - 16.04 List the two official compendia of standards for quality and purity of drugs and authoritative information on dosage and administration and list six non-official reference manuals.
  - 16.05 Display knowledge of trade names and generic name equivalents, chemical names.
- 17.0 Demonstrate knowledge of inventory control--The student will be able to:
- 17.01 Display knowledge or prescription pricing systems used in pharmacy.
  - 17.02 Maintain stock inventory.
  - 17.03 Prepare electronic purchase orders.
  - 17.04 Receive, store and distribute pharmaceutical supplies.
  - 17.05 Define industry standards in purchasing pharmaceutical supplies.
  - 17.06 Define industry standards in management of Investigational Drugs
  - 17.07 Display knowledge of purchasing, storage and disposal of Pharmaceutical materials
- 18.0 Initiate measurement and calculating techniques as it relates to community practice--The student will be able to:
- 18.01 Explain the difference between a cubic centimeter and a milliliter.
  - 18.02 Use common pharmaceutical weighing equipment.
  - 18.03 Use common pharmaceutical volume measurement equipment.
  - 18.04 Display knowledge of United States Pharmacopeia (USP) 795 standards.
  - 18.05 Explain the technique of preparing common pharmaceutical compounds.
  - 18.06 Convert measurements within the apothecary, avoirdupois, and metric systems.
  - 18.07 Demonstrate knowledge of common pharmaceutical calculations.
- 19.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology--The student will be able to:
- 19.01 Predict physical and chemical incompatibilities utilizing chemistry properties.
  - 19.02 Describe electrolyte balances.
  - 19.03 Relate the general classes, actions, routes, action and side effects of drugs.
  - 19.04 Identify a listing of usual adult doses of medications and respective contraindications.
- 20.0 Prepare and deliver medications--The student will be able to:
- 20.01 Read and prepare medication orders correctly.
  - 20.02 Check all new orders with medications listed on profiles.
  - 20.03 Transport medications safely being aware of hazards: theft, legal implications of accidental loss, and other consequences.
  - 20.04 Identify special precautions pertaining to children.
  - 20.05 Maintain controlled substance inventory.
  - 20.06 Demonstrate the proper technique of preparing pharmaceutical preparations.
  - 20.07 Demonstrate the ability to correctly fill and deliver medication cassettes.

- 20.08 Collect data from medication administration record and drug use and evaluation form.
- 20.09 Identify and demonstrate use of automated medication dispensing equipment
- 21.0 Prepackage unit dose medications--The student will be able to:
  - 21.01 Locate correct stock container.
  - 21.02 Weigh measure, count required individual doses of medication.
  - 21.03 Label with required information.
  - 21.04 Operate unit dose packaging equipment.
  - 21.05 Place individual dose in appropriate containers, repackage in predetermined quantities.
  - 21.06 Prepackage unit dose hazardous drugs.
  - 21.07 Record prepackaged medication data correctly.
  - 21.08 Define role of technician in quality assurance activities.
- 22.0 Prepare intravenous admixtures--The student will be able to:
  - 22.01 Compare medication order with label on vial and check expiration date of product.
  - 22.02 Calculate drug dosage for parenteral use.
  - 22.03 Identify common drug/drug incompatibilities.
  - 22.04 Reconstitute parenteral medications.
  - 22.05 Use aseptic techniques to withdraw medication from stock vial measure correct quantity as instructed, select and insert it into IV solution without error.
  - 22.06 Use aseptic technique to withdraw medication from an ampule.
  - 22.07 Prepare parenteral solutions and discuss current intravenous preparation industry trends.
  - 22.08 Prepare Total Parenteral Nutrition solutions.
  - 22.09 Prepare chemotherapeutic agents using proper safety techniques.
  - 22.10 Demonstrate appropriate technique in the use of specialized equipment such as: laminar flow hoods, filters, pumps,,automated compounders, and barrier isolator.
  - 22.11 Place label on IV solution container and keep records.
  - 22.12 Perform quality control check.
  - 22.13 Identify storage requirements of reconstituted IV solutions.
  - 22.14 Display knowledge of United States Pharmacopeia (USP) 797 regulations and the quality assurance required.

### **Pharmacy Management (23-26)**

- 23.0 Perform consumer economic activities--The student will be able to:
  - 23.01 Identify basic concepts of the American economic system.
  - 23.02 Identify basic types and sources of consumer credit.
- 24.0 Perform decision making activities--The student will be able to:
  - 24.01 Demonstrate the ability to determine the proper priority of work.
  - 24.02 Prepare a day's schedule for the employer.
  - 24.03 Choose appropriate action in situations requiring application of business ethics.
  - 24.04 Choose appropriate action in situations requiring following a chain of command.
  - 24.05 Choose appropriate action in situations requiring effective time management.

25.0 Demonstrate leadership skills—The student will be able to:

- 25.01 Prepare an agenda.
- 25.02 Demonstrate the ability to conduct an orderly meeting.
- 25.03 Greet and introduce individuals.
- 25.04 Demonstrate ability to give clear directions, fair assignments & constructive criticism.
- 25.05 Demonstrate ability to manage a team.

26.0 Identify, classify, and demonstrate management activities—The student will be able to:

- 26.01 Define management.
- 26.02 Identify various management positions.
- 26.03 Identify various management styles.
- 26.04 Identify the major functions of management.
- 26.05 Classify activities as part of the planning function of management.
- 26.06 Classify activities as part of the organizing function of management.
- 26.07 Classify activities as part of the staffing function of management.
- 26.08 Classify activities as part of the directing function of management.
- 26.09 Classify activities as part of the controlling function of management.
- 26.10 Demonstrate the ability to perform planning, organizing, staffing, directing, and controlling activities of management.
- 26.11 Demonstrate knowledge of the relationship between authority and responsibility to task accomplishment.
- 26.12 Select the most effective communication systems.
- 26.13 Identify problems and make appropriate decisions.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Physical Therapist Assistant  
**Career Cluster:** Health Science

AS	
CIP Number	1351080601
Program Type	College Credit
Standard Length	74 credit hours
CTSO	APTA, HOSA
SOC Codes (all applicable)	31-2021 Physical Therapist Assistants
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as physical therapist assistants SOC Code 31-2021 (Physical Therapist Assistants).

The content includes but is not limited to the requirements of the Commission on Accreditation in Physical Therapy Education/American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, (703) 684-2782. The graduate is prepared to make an application to the Florida Physical Therapist Assistant licensing examination which is given by the Florida Department of Health, Board of Physical Therapy Practice.

### **Program Structure**

This program is a planned sequence of instruction consisting of 74 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory work is structured so that students begin with basic patient care skills, progress to basic physical therapy skills and then to more advanced physical therapy application and techniques.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

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

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

The American Physical Therapy Association (APTA) and Health Occupations Students of America (HOSA), Inc., are the appropriate career and technical student organizations 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary

students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 74 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Describe anatomical structure, function and dysfunction of the human body related to the practice of physical therapy.
- 13.0 Assist the physical therapist with various treatments/procedures.
- 14.0 Demonstrate ethical and legal practice as a physical therapist assistant.
- 15.0 Respond to patient's needs as reflected in the Patient's Bill of Rights.
- 16.0 Demonstrate safe administration of all physical agents.
- 17.0 Demonstrate use of exercise, assistive/supportive devices and specialized equipment.
- 18.0 Perform routine maintenance of equipment.
- 19.0 Disinfect and sterilize materials and equipment.
- 20.0 Respond to acute changes in physiological state.



- 21.0 Teach other health care providers, patients and families to perform selected treatment procedures and functional activities.
- 22.0 Identify architectural barriers.
- 23.0 Interact with patients and families in a manner which provides desired psycho-social support.
- 24.0 Define scope of practice.
- 25.0 Describe basic concepts related to the health care system including multidisciplinary team approach, quality care, governmental agencies, private sector, role of other health care providers, health care facilities, issues and problems.
- 26.0 Identify basic principles of levels of authority and responsibility, planning, time management, supervisory process, performance evaluations and fiscal consideration (provider and consumer).

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Physical Therapist Assistant  
**CIP Number:** 1351080601  
**Program Length:** 74 credit hours  
**SOC Code(s):** 31-2021

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Physical Therapist Assistant: Intended outcomes lead to the occupational completion point of Physical Therapist Assistant. The graduate is prepared to make an application to the Florida Physical Therapist Assistant licensing examination which is given by the Florida Department of Health, Board of Physical Therapy Practice.**

- 12.0 Describe anatomical structure, function and dysfunction of the human body related to the practice of physical therapy—The student will be able to:
- 12.01 Describe normal and abnormal motor behavior.
  - 12.02 Describe orthopedic disabilities and related treatment.
  - 12.03 Describe neurological disabilities and related treatment.
  - 12.04 Describe medical/surgical conditions related to physical therapy care.
  - 12.05 Assist physical therapist in evaluation and assessment of disabilities and conditions.
- 13.0 Assist the physical therapist with various treatments/ procedures—The student will be able to:
- 13.01 Implement a comprehensive treatment plan developed by a physical therapist.
  - 13.02 Perform appropriate measurement and assessment techniques within the knowledge and limits of practice to assist the supervising physical therapist in monitoring and modifying the plan of care.
  - 13.03 Prepare patients, treatment areas and equipment.
  - 13.04 Recognize gait deviations.
  - 13.05 Perform gait training and postural training techniques.
  - 13.06 Administer activities of daily living and functional training to patients/clients.
  - 13.07 Apply external bandages, dressings and support devices.
  - 13.08 Implement therapeutic exercise programs.
  - 13.09 Measure for and fit assistive devices.
  - 13.10 Perform therapeutic massage.
  - 13.11 Perform balance and coordination activities.
  - 13.12 Perform wound care techniques.
  - 13.13 Perform developmental activities.
  - 13.14 Participate in discharge planning and follow up care.
- 14.0 Demonstrate ethical and legal practice as a physical therapist assistant—The student will be able to:
- 14.01 Practice under the direction of a physical therapist.
  - 14.02 Cite indications and contradictions for each treatment/procedure.
  - 14.03 Record treatment/results in progress notes using correct format, content and terminology.
  - 14.04 Read and draw pertinent information from patient charts.
- 15.0 Respond to patient's needs as reflected in the patient's bill of rights—The student will be able to:
- 15.01 Demonstrate awareness of the patient's need for dignity and independence.
  - 15.02 Recognize patient expressions of discomfort, spoken or unspoken (body language).
  - 15.03 Deal effectively with patient's emotional responses.

16.0 Demonstrate safe administration of all physical agents—The student will be able to:

- 16.01 Read a variety of thermometers, Fahrenheit or Centigrade (Celsius).
- 16.02 State normal body temperature and measure an oral or axillary temperature.
- 16.03 Measure the temperature of liquids, oils, solids.
- 16.04 State the therapeutic temperature range for modalities in which temperature is a guideline for application.
- 16.05 Identify physiological effects of heat vs. cold applications.
- 16.06 Administer therapeutic ultrasound.
- 16.07 Describe therapeutic use of ultra-violet light.
- 16.08 Demonstrate therapeutic use of physical agents such as water, heat, cold and electricity.

17.0 Demonstrate use of exercise, assistive/supportive devices and specialized equipment—The student will be able to:

- 17.01 State the benefits of exercise.
- 17.02 Define orthotics and state the importance of proper fit.
- 17.03 Perform crutch walking, stair climbing, use of wheelchair.
- 17.04 Describe differences in wheelchairs.
- 17.05 Discuss upper and lower extremity prosthetics in terms of types of amputations and prosthetics.
- 17.06 Identify common problems in prosthetic management and apply managerial skills in dealing effectively with them.
- 17.07 Recognize and assist in exercise techniques used in physical therapy.
- 17.08 Perform postural drainage and instruct patient in proper coughing and breathing exercises.
- 17.09 Apply mechanical traction.
- 17.10 Apply intermittent venous compression.
- 17.11 Perform goniometric measurement.
- 17.12 Assist patient in use of orthotic/prosthetic devices.

18.0 Perform routine maintenance of equipment—The student will be able to:

- 18.01 Recognize the importance of routine maintenance.
- 18.02 Clean and check operation of wheelchairs, stretchers, treatment tables, etc.

19.0 Disinfect and sterilize materials and equipment—The student will be able to:

- 19.01 Define disinfect, sterilize, germicide, vaccinate, immunize, antiseptic, septic.
- 19.02 Disinfect used equipment.
- 19.03 Prepare materials for sterilization.

20.0 Respond to acute changes in physiological state—The student will be able to:

- 20.01 Determine baseline physiological state.
- 20.02 Recognize change in baseline physiological state.
- 20.03 Determine significance of change in physiological state.
- 20.04 Apply guidelines in the assessment of blood pressure, pulse, respiration, sweating, skin color, mental alertness, skin temp, pupil size and pupil reaction.

- 21.0 Teach other health care providers, patients and families to perform selected treatment procedures and functional activities–The student will be able to:
- 21.01 Detail equipment or treatment preparation methods.
  - 21.02 Instruct in safety rules for equipment or treatment.
  - 21.03 Utilize proper teaching techniques relative to level of individual's understanding.
  - 21.04 Describe desired outcomes of the selected treatment procedure or functional activity.
  - 21.05 Use appropriate medical terminology.
- 22.0 Identify architectural barriers–The student will be able to:
- 22.01 Identify which environmental factors are potential architectural barriers.
  - 22.02 Determine which aspects of the patient's functional level and ambulatory/mobility equipment are germane to architectural problems.
  - 22.03 Describe action required to remediate barriers.
- 23.0 Interact with patients and families in a manner which provides the desired psycho-social support–The student will be able to:
- 23.01 Recognize own reaction to the patient's illness or disability.
  - 23.02 Recognize patient's and family's reactions to illness and disability.
  - 23.03 Respect individual, cultural, religious and socio-economic differences in people.
  - 23.04 Utilize appropriate communicative processes.
- 24.0 Define scope of practice–The student will be able to:
- 24.01 Demonstrate awareness of his/her own role.
  - 24.02 Identify scope of responsibility as it relates to patient care, departmental function, physical therapist and physical therapist aide.
- 25.0 Describe basic concepts related to the health care system including multi-disciplinary team approach, quality care, governmental agencies, private sector, role of other health care providers, health care facilities, issues and problems–The student will be able to:
- 25.01 Describe disciplines within medical care arena and the roles served.
  - 25.02 Describe the categories of health care agencies.
  - 25.03 Recognize current issues and problems affecting the delivery of health care.
  - 25.04 Implement appropriate The Joint Commission patient safety goals.
- 26.0 Identify basic principles of levels of authority and responsibility, planning, time management, supervisory process, performance evaluations and fiscal consideration (provider and consumer)–The student will be able to:
- 26.01 Organize time effectively.
  - 26.02 Communicate information to correct individual understanding the proper chain of command.
  - 26.03 Prepare daily work schedule for effective, efficient delivery of care.
  - 26.04 Utilize resources efficiently and conservatively in the delivery of healthcare.





2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Cardiovascular/Cardiopulmonary Technology  
**Career Cluster:** Health Science

AS	
CIP Number	1351090100
Program Type	College Credit
Standard Length	77-83 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2031 Cardiovascular Technologists and Technicians
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for employment as cardiovascular technologists, SOC Code 29-2031 (Cardiovascular Technologists and Technicians). Cardiovascular/cardiopulmonary technology educational programs will address one or more of the five basic sub-specialties: 1) invasive cardiovascular technology, 2) adult echocardiography) pediatric echocardiography, 4) noninvasive vascular study and 5) cardiac electrophysiology. Cardiopulmonary technology should include the additional component of pulmonary function testing. The Cardiovascular/Cardiopulmonary Technology Program may award an Associate of Applied Science (AAS) and/or Associate of Science (AS) degree within the program length guidelines. When the cardiovascular program competencies are offered, the program cannot exceed 77 credit hours. When the cardiopulmonary competencies are offered, the program cannot exceed 83 credit hours. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content includes but is not limited to instruction in performing examinations leading to diagnosis and treatment of patients with cardiovascular disease. A clinical component is a necessary element to a program. Reinforcement of basic skills in English, mathematics and science occurs through classroom instruction and applied laboratory practice.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of 77-83 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Basic preparation in English, Mathematics, and the Sciences are recommended prior to entering the Cardiovascular/Cardiopulmonary professional component of the curriculum. The following courses with an (\*) marking those thought to be essential. (Prerequisite courses required to complete the program must be included in the listed program length credits.

- \_ English - Composition\*
- \_ Communications - Speech
- \_ Electronic
- \_ OralBiology
- \_ Anatomy & Physiology - General\*
- \_ Math - Algebra \*
- \_ Chemistry\*
- \_ Physics\*
- \_ Microbiology
- \_ Psychology - Social Skills
- \_ Computers (health informatics)
- \_ Keyboarding
- \_ Word processing
- \_ Hardware & systems
- \_ Software
- \_ Humanities - as required for graduation

This program meets the Department of Health HIV/AIDS and domestic violence education requirements. Upon completion of this program the instructor will provide a certificate to the student verifying that the HIV/AIDS and domestic violence requirements have been met.

The program should meet the requirements of the American Medical Association and Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756, Phone: 727-210-2350, Fax: 727-210-2354 [www.CAAHEP.org](http://www.CAAHEP.org).

Graduates should be prepared to take the appropriate registry and/or state licensure examinations.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, (HOSA) Inc., is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2),

F.A.C. The standard length of this program is 77-83 credit hours according to Rule 6A-14.030, F.A.C.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Explore career opportunities in invasive cardiology, cardiac ultrasound, vascular ultrasound, and pulmonary function testing.
- 13.0 Identify the anatomic structure and function of body systems in relation to cardiovascular disease and studies.
- 14.0 Demonstrate the ability to recognize normal and abnormal electrocardiogram (EKG) rhythms and arrhythmias as each apply to intra-procedural therapies.
- 15.0 Practice safety and quality assurance.
- 16.0 Follow professional principles related to the practice of cardiovascular technology.
- 17.0 Use basic medical electronics and medical instrumentation.
- 18.0 Describe the role of the cardiovascular technologist in catastrophic event management.
- 19.0 Discuss the pharmacological aspects of cardiovascular drugs.
- 20.0 Perform patient care, record patient history and practice effective patient communication.
- 21.0 Assist in all aspects of invasive cardiovascular diagnostic and interventional procedures and techniques with emphasis on cardiovascular catheterization.
- 22.0 Perform noninvasive cardiovascular techniques with an emphasis on echocardiography.
- 23.0 Perform noninvasive peripheral vascular studies.
- 24.0 Perform noninvasive cardiovascular techniques with an emphasis on echocardiography related to the pediatric patient.
- 25.0 Assist in all aspects of Cardiovascular electrophysiology procedures.
- 26.0 Demonstrate the ability to obtain arterial/venous blood samples.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Cardiovascular/Cardiopulmonary Technology  
**CIP Number:** 1351090100  
**Program Length:** 160 credit hours  
**SOC Code(s):** 29-2031

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:



- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Cardiovascular Technology – (12-19)**

- 12.0 Explore career opportunities in invasive cardiology (cardiac catheterization, non-invasive cardiac sonography (echocardiography), non-invasive vascular sonography, and pulmonary functions testing)–The student will be able to:
- 12.01 Describe the CVT/CPT profession, including but not limited to, history, accreditation, education, job conditions, salaries, critical thinking and team building.
  - 12.02 Identify the cardiovascular professional organizations and discuss their roles (SDMS, ASE, ACO, SVT, SICP, HRS)
  - 12.03 Discuss certification, licensure, and registration for the Cardiovascular/Cardiopulmonary Technologist.
  - 12.04 Describe the sub-specialty of Invasive cardiovascular technology (Cardiac Catheterization) and identify the duties of the Cardiovascular Invasive Specialist
  - 12.05 Describe the sub-specialty of and identify the duties of the Cardiovascular Technologist.
  - 12.06 Describe the sub-specialty of adult echocardiography Non-invasive Vascular Sonography and identify the duties of the Cardiovascular Technologist.
  - 12.07 Describe the sub-specialty of pediatric echocardiography and identify the duties of the Cardiovascular Technologist
  - 12.08 Describe the sub-specialty of cardiac electrophysiology and identify the duties of the Cardiovascular Technologist.
- 13.0 Identify the anatomic structure and function of body systems in relation to cardiovascular disease and studies–The student will be able to:
- 13.01 Describe human anatomy and physiology with emphasis on the cardiovascular and pulmonary systems.
  - 13.02 Discuss principles and methods of disease transmission and prevention.
  - 13.03 Identify normal and abnormal data obtained from medical tests.
  - 13.04 Describe basic pathological conditions of the cardiovascular and pulmonary systems.
- 14.0 Demonstrate the ability to recognize normal and abnormal electrocardiogram (EKG) rhythms and arrhythmias as each apply to intra-procedural therapies--The student will be able to:
- 14.01 Identify cardiac anatomy and the electrical conduction pathways within the heart.
  - 14.02 Identify the inherent rates of each segment of the nodal pathway of the heart.
  - 14.03 Identify the components of a normal cardiac cycle.
  - 14.04 Associate each electrical segment of the EKG cycle (P wave, PR segment, QRS complex, T wave, Isoelectric line) to the mechanical function of the heart.
  - 14.05 Explain how the PR interval and QRS complex are measured within the cardiac cycle.
  - 14.06 Identify sinus, atrial, junctional, and ventricular rhythms as well as heart blocks and paced rhythms.
  - 14.07 Correlate the clinical implications of arrhythmias to cardiac pathology.
  - 14.08 Differentiate artifact, interference, and noise versus arrhythmia.
- 15.0 Practice safety and quality assurance–The student will be able to:

- 15.01 Observe acceptable safety practices in cardiovascular instrumentation.
  - 15.02 Demonstrate knowledge of radiation safety procedures.
  - 15.03 Demonstrate knowledge of quality assurance as it relates to imaging equipment, film quality, etc.
  - 15.04 Implement appropriate Joint Commission patient safety goals.
- 16.0 Follow professional principles related to the practice of cardiovascular technology—The student will be able to:
- 16.01 Carry out all responsibilities in the best interest of the patient in an excellent manner.
  - 16.02 Carry out assigned tasks conscientiously, honestly, enthusiastically, and accept responsibility for the task and the results.
  - 16.03 Function effectively as part of a team—adaptable to change and willing to teach others.
  - 16.04 Abide by the rules and procedures of the work site.
  - 16.05 Maintain a hygienic, professional appearance.
  - 16.06 Demonstrate pride and loyalty to the profession.
- 17.0 Use basic medical electronics and medical instrumentation—The student will be able to:
- 17.01 Identify the duties related to electronic monitoring and diagnostic testing of patient.
  - 17.02 Demonstrate computer literacy skills as applied to cardiovascular practice.
  - 17.03 Operate equipment used in diagnostic testing and physiological monitoring of patients.
  - 17.04 Set up, calibrate and operate selected equipment in the cardiovascular laboratory.
- 18.0 Describe the role of the cardiovascular technologist in catastrophic event management—The student will be able to:
- 18.01 Follow institutional catastrophic event protocol.
  - 18.02 Respond to simulated emergency care situations encountered in a cardiovascular department.
  - 18.03 Identify the components of the defibrillator.
  - 18.04 Cite the indications for cardiac defibrillation and cardioversion.
- 19.0 Discuss the pharmacological aspects of cardiovascular drugs—The student will be able to:
- 19.01 State the mechanism of action of selected cardiovascular drugs.
  - 19.02 Identify and describe uses of pharmacological agents on an emergency "crash" cart.
  - 19.03 Calculate drug dosages and mixtures.
  - 19.04 Use needles and syringes in preparing medications for administration in simulated practice.
  - 19.05 Describe intravenous fluid therapy maintenance.
- 20.0 Perform patient care, record patient history and practice effective communication—The student will be able to:

- 20.01 Perform patient identification procedures.
- 20.02 Examine patient chart and locate pertinent information.
- 20.03 Perform a patient history pertinent to the cardiovascular exam.
- 20.04 Practice patient care with emphasis on patient privacy, body mechanics, patient positions and patient transportation.
- 20.05 Measure vital signs and differentiate between normal and abnormal values.
- 20.06 Cite the indications for and name the methods of oxygen administration.
- 20.07 Perform the attachment of a regulator to and regulate the flow of oxygen from a tank or central system.
- 20.08 Perform suctioning technique in a simulated laboratory setting.
- 20.09 Recognize human behaviors indicative of anxiety.
- 20.10 Identify and develop effective communication and interpersonal relations skills.
- 20.11 Discuss approaches used in dealing with a variety of hospitalized persons.
- 20.12 Describe socio-cultural traits which may affect a person's hospital care.

**One of the following sub-specialties must be added to the intended outcomes for both cardiovascular and cardiopulmonary. Additional sub-specialties may be included, as desired.**

**\*For those programs which include the INVASIVE CARDIOLOGY SUB-SPECIALTY, the following student performance standards are necessary.**

- 21.0 Assist in all aspects of invasive cardiovascular diagnostic and interventional procedures and techniques with emphasis on cardiovascular catheterization.
  - The student will be able to:
    - 21.01 Describe the history of invasive procedures, including pioneers in the field.
    - 21.02 Practice sterile technique as it applies to the cardiac catheterization set up and protocol.
    - 21.03 Describe routine left heart and right heart and vascular catheterization set up and protocols.
    - 21.04 Describe diagnostic and interventional procedures in the cardiovascular cath lab including, but not limited to, angiography, IVUS (intravascular ultrasound), FFR (fractional flow reserve), percutaneous coronary and vascular interventions, angioplasty, stent implantation, thrombectomy, IABP (intraaortic balloon pumping), electrophysiology studies, valvuloplasty, biopsy and pericardiocentesis.
    - 21.05 Describe catheter insertion techniques and assist physician with manipulation of catheterization equipment and instruments during the procedure.
    - 21.06 Recognize cardiovascular anatomy through angiography and assess cardiovascular status from the data.
    - 21.07 Recognize cardiovascular hemodynamic parameters and record and measure left and right heart and vascular pressures.
    - 21.08 Determine cardiac output and cardiac index by Fick equation, thermodilution technique and angiographic technique and perform Hemodynamic calculations.
    - 21.09 Perform calculations which include, but are not limited to, mean arterial pressure, ejection fraction regurgitation fraction, valve area using Gorlin formula and pulmonary and systemic vascular resistances.
    - 21.10 Recognize presence of shunts by oximetry and/or dye curves and perform shunt calculations.

- 21.11 Discuss permanent and temporary pacemaker protocols.
- 21.12 Correlate and calculate necessary data from right and left heart and vascular catheterization and assess the cardiovascular status from this information.
- 21.13 Demonstrate acceptable post-cath care of the catheterization site.
- 21.14 Identify complications which occur during cardiovascular catheterization.
- 21.15 Describe and perform venipuncture to initiate intravenous fluid therapy on a venipuncture model.
- 21.16 Maintain and troubleshoot existing intravenous/intra-arterial lines.
- 21.17 Demonstrate knowledge of basic x-ray history, theory, production, biology and protection.
- 21.18 Demonstrate knowledge of patient assessment and practice patient care of the invasive Cardiovascular patient, including but not limited to basic assessment, history and physical, vital signs, lab values, CNS assessment, CVS assessment, peripheral vascular assessment etc.
- 21.19 Demonstrate clinical skills, including but not limited to Pre and post cath patient care, monitoring and recording, manipulation of imaging equipment, Image Processing quality control, scrubbing, and circulating.
- 21.20 Demonstrate knowledge of the pharmacologic principles and medications required to function in the cardiovascular cath labs.
- 21.21 Demonstrate knowledge of the congenital and acquired cardiovascular diseases and their treatments found in cardiovascular patients.
- 21.22 Demonstrate knowledge of arterial blood gas and acid-base physiology; identify normal and abnormal blood gas values, interpret blood gas and acid-base data, outline steps in collecting arterial blood samples.
- 21.23 Discuss the main components of the blood clotting cascade, how different pathology and pharmacological agents affect the process, and how manual and mechanical arterial closure methods relate to post-op hemostasis.

**\*For those programs which include the NONINVASIVE CARDIOLOGY SUBSPECIALITY, these student performance standards are necessary.**

22.0 Perform noninvasive cardiovascular techniques with an emphasis on echocardiography–  
The student will be able to:

- 22.01 Auscultate normal and abnormal heart sounds and relate abnormal findings to specific cardiac pathology.
- 22.02 Assist in performance of stress electrocardiography and explain indications, contraindications, positive and negative test results.
- 22.03 Assist in performance of ambulatory electrocardiography and explain indications and test results.
- 22.04 Describe the physics of ultrasound as it applies to echocardiography and cardiac Doppler.
- 22.05 Demonstrate function and use of noninvasive cardiology equipment.
- 22.06 Perform, measure and analyze M-Mode and Two-Dimensional echocardiograms.
- 22.07 Perform, measure and analyze Color Flow Doppler exams.
- 22.08 Perform, measure and analyze interventional spectral Doppler echocardiography.
- 22.09 Demonstrate knowledge of pathophysiology of cardiovascular diseases as seen on echocardiography.
- 22.10 Perform and demonstrate knowledge of information derived from echocardiography, including but not limited to measurements, normal parameters and equations.

- 22.11 Demonstrate knowledge of patient assessment, and practice patient care of the cardiac patient.
- 22.12 Perform and demonstrate knowledge of non-invasive modalities and advance techniques, including but not limited to stress echo, effects of medication, normal/abnormal findings, holter monitoring, stress testing, transesophageal echocardiogram, contrast agents and provocation maneuvers.

**\*For those programs which include the NONINVASIVE VASCULAR SONOGRAPHY SUB-SPECIALITY, the following student performance standards are necessary.**

23.0 Perform noninvasive peripheral vascular studies--The student will be able to:

- 23.01 Discuss the physics of ultrasound as it applies to Sonography imaging and Doppler, including but not limited to definition of sound, propagation of sound in tissue, Transducers and ultrasound imaging (A,B, & M mode).
- 23.02 Discuss the physical principles and instrumentation as it applies to tissue perfusion, including but not limited to general physics and laws of hemodynamics, tissue mechanics and pressure transmission, & plethysomography.
- 23.03 Discuss normal vascular anatomy.
- 23.04 Interpret normal vascular ultrasonic anatomy.
- 23.05 Describe patient positioning with respect to vascular modalities.
- 23.06 Demonstrate knowledge of assessment and care of the cardiovascular patient.
- 23.07 Discuss circulatory hemodynamics as it applies to arterial, venous and cerebral hemodynamics.
- 23.08 Perform arterial patient physical assessment
- 23.09 Perform venous patient physical assessment.
- 23.10 Perform cerebrovascular patient physical assessment.
- 23.11 Perform noninvasive peripheral vascular evaluations, including venous, arterial, visceral and cerebral vascular studies.
- 23.12 Discuss therapeutic intervention as it relates to arterial, venous, visceral and cerebrovascular studies.
- 23.13 Describe test validation and measurements as they relate to vascular studies.
- 23.14 Demonstrate a knowledge of the pathophysiology and etiology of diseases of the circulatory system, including venous, arterial, visceral and cerebrovascular diseases.
- 23.15 Discuss appropriate action based on data interpretation.

**\*For those programs which include the PEDIATRIC NONINVASIVE CARDIOLOGY SUBSPECIALITY, these student performance standards are necessary.**

24.0 Perform noninvasive cardiovascular techniques with an emphasis on echocardiography related to the pediatric patient–The student will be able to:

- 24.01 Demonstrate knowledge of indication for echocardiogram and obtain information required for diagnosis and treatment of the pediatric patient.
- 24.02 Describe the physics of ultrasound as it applies to echocardiography and cardiac Doppler.
- 24.03 Demonstrate function and safe use of cardiac ultrasound equipment.
- 24.04 Demonstrate ability to acquire diagnostic images and utilization of proper display orientation.

- 24.05 Perform, measure and analyze M-Mode and Two-Dimensional echocardiograms.
- 24.06 Perform, measure and analyze Color Flow Doppler exams.
- 24.07 Perform, measure and analyze spectral Doppler and recognize application for assessment of blood flow and prediction of intracardiac pressures.
- 24.08 Demonstrate knowledge of cardiac cycles and related hemodynamics
- 24.09 Demonstrate knowledge of embryology, congenital heart diseases and acquired heart diseases.
- 24.10 Demonstrate knowledge of pathophysiology of cardiovascular diseases as seen on echocardiography.
- 24.11 Demonstrate knowledge of cardiac surgeries, allografts, interventional procedures and sequelae
- 24.12 Perform and demonstrate knowledge of information derived from echocardiography, including but not limited to measurements, normal parameters and equations.
- 24.13 Demonstrate knowledge of limitations of echocardiography and Doppler techniques.
- 24.14 Demonstrate knowledge of patient assessment, and practice patient care of the pediatric cardiac patient.
- 24.15 Perform and demonstrate knowledge of advanced techniques, including but not limited to stress echo, effects of medication, normal/abnormal findings, stress testing, transesophageal echocardiogram, intra cardiac echo, 3D echo and contrast agents and provocation maneuvers.

**\*For those programs which include the CARDIAC ELECTROPHYSIOLOGY SUB-SPECIALITY, the following student performance standards are necessary.**

- 25.0 Assist in all aspects of Cardiovascular electrophysiology procedure—The student will be able to:
  - 25.01 Describe the physiology of and indications for diagnostic and interventional EP procedures including, but not limited to, ventricular stimulation, syncope study, SVT study, single, dual and bi-ventricular internal cardiac device implant, venous angiography, PTVA, radiofrequency ablation, cryo-ablation, external cardioversion, internal cardioversion, pericardiocentesis, lead extraction and laser lead extraction.
  - 25.02 Identify the complications associated with electrophysiology studies and internal cardiac device implants and describe emergency interventions.
  - 25.03 Demonstrate knowledge of and practice pre and post patient care for the patient undergoing diagnostic/interventional electrophysiology study and internal cardiac device implant to include review of history and physical, vital signs, lab values, medications and peripheral vascular assessment.
  - 25.04 Identify diagnostic and interventional catheters, their use, and how they could be configured for EGM acquisition.
  - 25.05 Describe catheter insertion techniques for manipulation of temporary & permanent pacing and interventional catheters.
  - 25.06 Practice sterile technique as it applies to the preparation of self and patients for electrophysiology procedures and internal cardiac device implants.
  - 25.07 Perform patient and sterile table set up for diagnostic and interventional ventricular, syncope and SVT electrophysiology procedures and internal cardiac device implants.

- 25.08 Perform as a scrub and record technologist assisting physicians with diagnostic and interventional EP procedures including, but not limited to, ventricular stimulation, syncope study, SVT study, single, dual chamber, and bi-ventricular internal cardiac device implant, venous angiography, PTVA, radiofrequency ablation, cryo-ablation, external cardioversion and internal cardioversion.
  - 25.09 Identify and properly utilize surgical instruments while assisting with internal cardiac device implants.
  - 25.10 Identify the ionic properties of the cardiac action potential and the changes to the action potential associated with abnormal values.
  - 25.11 Identify the normal refractory periods of the nodes & tissue and describe the effects that antiarrhythmics may have on them.
  - 25.12 Identify intra-cardiac electrograms from the right & left atrium, at the AV node, bundle of His, right & left ventricles and in the coronary sinus.
  - 25.13 Identify and describe the mechanism and perform differential diagnosis of cardiac arrhythmias including, but not limited to, ventricular tachycardia, AV nodal reentrant tachycardia, AV reentrant tachycardia, atrial flutter and atrial fibrillation.
  - 25.14 Perform stimulation protocols and identify pharmacology used for induction, termination, and differential diagnosis of arrhythmias, including but not limited to, ventricular tachycardia's (ischemic, RVOT-VT, idiopathic LV VT & BBRT), AV nodal reentrant tachycardia, AV reentrant tachycardia, atrial flutter and atrial fibrillation.
  - 25.15 Demonstrate knowledge of the pharmacologic principles and medications used for the care of patients in the cardiac electrophysiology lab.
  - 25.16 Demonstrate knowledge of differential diagnosis techniques and treatment of congenital arrhythmias, including but not limited to, Brugada Syndrome, Long QT syndrome, Arrhythmogenic Right Ventricular Dysplasia and Wolf-Parkinson-White.
  - 25.17 Identify the coronary venous system utilizing radiographic and angiographic imaging.
  - 25.18 Identify venous and arterial hemodynamic waveforms while performing trans-septal puncture and respond appropriately to recognized data.
  - 25.19 Perform in the record role, demonstrating knowledge of acquisition and evaluation of data, stimulator operations, and provide differential diagnosis of arrhythmias during electrophysiology and internal cardiac device procedures.
  - 25.20 Demonstrate the ability to perform basic internal cardiac device programmer operations, including interrogation, diagnostic information retrieval, pacing & sensing thresholds, and emergency pacing.
  - 25.21 Analyze diagnostic data and results of functional testing retrieved from pacemakers and internal cardiac devices.
  - 25.22 Demonstrate appropriate post-procedure care for venous/arterial access sites and/or electrophysiology procedures or internal cardiac device implant sites.
  - 25.23 Demonstrate knowledge of basic x-ray history, theory, production, biology and patient/employee safety.
  - 25.24 Demonstrate critical behaviors and knowledge of quality control while manipulating imaging equipment, and providing image acquisition during diagnostic/interventional electrophysiology procedures and internal cardiac device implants.
- 26.0 Demonstrate the ability to obtain arterial/venous blood samples--The student will be able to:



- 26.01 Describe quality control techniques in blood gas analyses.
- 26.02 Outline the steps in collecting arterial blood samples.
- 26.03 Demonstrate the ability to analyze and interpret arterial blood gas results, including:
  - 26.03.01 Blood gas acid-base physiology.
  - 26.03.02 Normal and abnormal blood gas values and appropriate interventions, if necessary.

**\* These are the student performance standards necessary for each sub-specialty and pulmonary component.**

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**        **Emergency Medical Services**  
**Career Cluster:**     **Health Science**

AS	
CIP Number	1351090402
Program Type	College Credit
Standard Length	73 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2041 Emergency Medical Technicians and Paramedics
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 content includes but is not limited to all those objectives identified in the current U S Department of Transportation, National Standards for both the EMT and Paramedic.

### **Program Structure**

This program is a planned sequence of instruction consisting of 73 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies shall meet the requirements set forth in 64J-1.020, F.A.C.

The recommended instructor-student ratio may not exceed 1:6 pursuant to 401.1201 F.S. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

### **Special Notes**

This program meets the Department of Health HIV/AIDS, trauma score card methodologies and SIDS training education requirements. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

Through the use of common core courses and the addition of several optional courses, this program is designed to prepare students for employment in the following occupational areas:

Education Option: Field Training Officer, In-service Training Officer, or EMS Instructor, **SOC Code 25-1194 Vocational Education Teachers, Postsecondary** or to provide supplemental training for persons previously or currently employed in these occupations. The program must be approved by the Department of Health, Bureau of Emergency Medical Services (EMS); and the curriculum should adhere to the U S Department of Transportation National Standards for both the EMT and Paramedic.

Management Option: EMS Coordinator, EMS Supervisor, EMS Shift Supervisor, Operations Manager, EMS Manager, or Director of EMS Services. SOC Code 11-1021 (General and Operations Managers).

Management practicum shall be provided in an agency which will provide the student with the opportunity to observe and practice the learning objectives.

All students must satisfy the requirements of both the EMT and Paramedic certificates prior to completion of the associate's degree.

The medical procedures performed by a Paramedic must be performed under the direction of a licensed physician with appropriate emergency experience according to Chapter 64J, Florida Administrative Code.

It is strongly recommended this program be accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs). Beginning January 1, 2013, National Registry for Emergency Medical Technicians (NREMT) will require students applying for Paramedic National certification to be from a CAAHEP/CoAEMSP accredited program.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following ATD program has been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Emergency Medical Technician (Basic)-ATD (0317020503/0317020504) – 11 credits

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 73 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Paramedic (0351090405) – 42 credit hours

Emergency Medical Technician (Basic) (0351090400) – 11 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

## Standards

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate knowledge of the paramedic profession.
- 13.0 Describe EMS systems.
- 14.0 Describe medical/legal considerations.
- 15.0 Describe and demonstrate EMS communications systems.
- 16.0 Demonstrate rescue techniques and extrication.
- 17.0 Describe major incident response.
- 18.0 Describe and manage causes of stress.
- 19.0 Use medical terms specific to EMS.
- 20.0 Demonstrate general patient assessment and initial management.
- 21.0 Manage airway and ventilation.
- 22.0 Assess and manage shock.
- 23.0 Demonstrate knowledge of pharmacology and administer medications.
- 24.0 Assess and manage trauma emergencies.
- 25.0 Assess and manage burn injuries.
- 26.0 Assess and manage respiratory emergencies.
- 27.0 Assess and manage cardiovascular emergencies.
- 28.0 Assess and manage endocrine emergencies.
- 29.0 Assess and manage neurological emergencies.
- 30.0 Assess and manage digestive, genitourinary, and reproductive emergencies.
- 31.0 Assess and manage anaphylaxis emergencies.
- 32.0 Assess and manage toxicological, alcohol, and drug abuse emergencies.
- 33.0 Assess and manage infectious diseases.
- 34.0 Assess and manage environmental injuries.
- 35.0 Assess and manage geriatric emergencies.
- 36.0 Assess and manage pediatric emergencies.
- 37.0 Assess and manage the gynecologic patient.
- 38.0 Assess and manage the obstetric patient.
- 39.0 Assess and manage the neonate.
- 40.0 Assess and manage behavioral emergencies.
- 41.0 Demonstrate leadership and administrative skills basic to management emergency medical service systems.
- 42.0 Interpret federal, state and local laws as they apply to emergency medical service systems.
- 43.0 Demonstrate knowledge of operational and organizational structures of emergency medical service systems.

- 44.0 Demonstrate knowledge of psychological problems and stressors in emergency medical service employees and find appropriate solutions.
- 45.0 Demonstrate knowledge of materials and supplies used in emergency medical service systems.
- 46.0 Demonstrate knowledge of occupational safety and health.
- 47.0 Demonstrate knowledge of appropriate workloads for each employee.
- 48.0 Review, approve and monitor departmental capital and operational budgets.
- 49.0 Identify and apply legal reimbursement systems.
- 50.0 Comply with accreditation standards of governmental or governmental-appointed agencies and organizations.
- 51.0 Demonstrate computer literacy.
- 52.0 Demonstrate knowledge of basic teaching methods, learning and educational psychology.
- 53.0 Describe and discuss curriculum design and development.
- 54.0 Demonstrate appropriate measurement and evaluation skills.
- 55.0 Demonstrate mastery of required technical skills.
- 56.0 Demonstrate classroom management skills.
- 57.0 Demonstrate computer literacy.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:**        **Emergency Medical Services**  
**CIP Number:**         **1351090402**  
**Program Length:**    **73 credit hours**  
**SOC Code(s):**        **29-2041**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.



05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Paramedic: Completion of intended outcomes 12-40 lead to the student's eligibility to sit for the licensure exam for Paramedic.**

- 12.0 Demonstrate knowledge of the paramedic profession—The student will be able to:
  - 12.01 Define the role and responsibilities of the paramedic.
  - 12.02 Describe and contrast the differences between the various levels of training, from EMT to Paramedic.
  - 12.03 List current state requirements for paramedic certification and recertification.
  - 12.04 Discuss Chapter 401, Florida Statutes, and Chapter 64E-2, Florida Administrative Code.
  - 12.05 State the major purposes of a national association, a national registry, and professional journals.
  - 12.06 State the benefits of paramedics teaching in their community.
  - 12.07 Define continuing education, certification, licensure and registration.
  
- 13.0 Describe EMS systems—The student will be able to:
  - 13.01 Define and describe Medical Control and physician responsibility.
  - 13.02 Discuss pre-hospital stabilization of patients.
  - 13.03 Discuss the general differences between management of trauma and medical patients.
  - 13.04 Define and discuss protocols and their development.
  - 13.05 Describe the relationship between prehospital care and total patient care including the emergency department, and hospital specialty departments.
  - 13.06 Describe the continuum of patient care and the responsibilities of the paramedic within the transfer of patient responsibility.
  - 13.07 Discuss the development, implementation, and control of an EMS system.
  - 13.08 Discuss response of the EMS system including system access, dispatcher responsibilities, patient evaluation, medical command, and patient responsibility.
  - 13.09 Discuss promulgation of national standards such as KKK ambulance standards, and involvement of groups such as ASTM, EPSC, American College of Surgeons, American Medical Association Joint Review Committee, and the U S Department of Transportation.
  - 13.10 Discuss the various paramedic-physician relationships.
  - 13.11 Describe retrospective evaluation of patient care including run report review, continuing education, skill practice, and skill deterioration.
  - 13.12 Discuss the paramedic's initial responsibilities when arriving on the scene.
  
- 14.0 Describe medical/legal considerations—The student will be able to:
  - 14.01 Discuss the scope and significance of current national and Florida laws and administrative rules relating to the paramedic.
  - 14.02 Discuss medical-legal concepts relating to the paramedic.
  - 14.03 Discuss the need for accurate medical documentation and recordkeeping.
  - 14.04 Discuss the extent to which force and restraint may be used to protect the patient, the Paramedic, and third parties.
  - 14.05 Identify those circumstances that require the Paramedic to report incidents to law enforcement and/or other appropriate authorities.
  
- 15.0 Describe and demonstrate EMS communications systems—The student will be able to:

- 15.01 Describe the phases of communication necessary to complete a typical EMS event.
  - 15.02 Define and describe essential communication equipment.
  - 15.03 Describe various EMS communication systems and the advantages and disadvantages of each.
  - 15.04 Describe factors affecting interference, range and clarity of base, vehicle and portable radio communications.
  - 15.05 Describe the functions and responsibilities of the F.C.C.
  - 15.06 Describe the functions and responsibilities of the EMS dispatcher.
  - 15.07 Describe purposes and methods of verbal communication of patient information to the hospital and to the physician.
  - 15.08 Organize a patient presentation in the proper order for radio transmission to the physician.
  - 15.09 Describe the importance of written medical protocols and the written EMS run report.
  - 15.10 Demonstrate the proper use of portable and mobile transmitter/receivers in a real or simulated patient situation.
  - 15.11 Discuss uses of biotelemetry equipment.
  - 15.12 Complete a written EMS report based on a real or simulated patient situation.
- 16.0 Demonstrate rescue techniques and extrication—The student will be able to:
- 16.01 Identify possible hazards when given a description of a scene and describe the procedures for handling the hazards.
  - 16.02 Identify and/or describe the equipment used and the techniques necessary for gaining access to, packaging, extricating and transporting patients trapped within a vehicle or other confinement.
  - 16.03 Describe the integration of patient care into the process of patient disentanglement and rescue.
  - 16.04 Identify proper response in the presence of hazardous materials and name proper hazardous materials authorities that should be notified.
  - 16.05 Manage scene and safe patient access.
  - 16.06 Discuss removal and transport of the patient from the scene.
  - 16.07 Demonstrate the procedures and operation of equipment used for gaining access to, packaging, extricating, and transporting patients trapped or confined in a vehicle or other type of entrapment.
  - 16.08 Demonstrate techniques for lifting and handling patients with and without spine injuries and/or other special injury problems utilizing the specialized equipment found on a rescue vehicle.
- 17.0 Describe major incident response—The student will be able to:
- 17.01 Define mass casualty incident (MCI) and when it should be declared.
  - 17.02 Describe the "pre-planning phase" and "response planning".
  - 17.03 Discuss MCI communications.
  - 17.04 Describe the components of special resources.
  - 17.05 Describe the function of "scene command", "scene triage", and the "transferring command function".
  - 17.06 Describe section and staging management and a system for patient identification.

- 17.07 Discuss on-scene medical control.
- 17.08 Discuss the importance of NIMS.
  
- 18.0 Describe and manage causes of stress–The student will be able to:
  - 18.01 Define stress and discuss its causes and phases.
  - 18.02 Describe common physiologic responses to stress and its effects.
  - 18.03 Describe factors that determine whether anxiety is a positive or negative response.
  - 18.04 Describe behavior that is a manifestation of stress in patients, patients' families and the paramedic.
  - 18.05 Describe common causes of job-related stress and various techniques of paramedic stress management.
  - 18.06 Describe the stages of the grief process and common needs of the patient, the family and the paramedic in dealing with death and dying.
  - 18.07 Describe common management techniques used by the paramedic when a patient is dead or dying.
  - 18.08 Discuss areas of controversy in prehospital care involving death and dying.
  
- 19.0 Use medical terms specific to EMS–The student will be able to:
  - 19.01 Read, write, use and respond correctly to terms specific to EMS.
  - 19.02 Read, write, use and respond correctly to abbreviations specific to EMS.
  
- 20.0 Demonstrate general patient assessment and initial management–The student will be able to:
  - 20.01 Establish priorities of care based on threat to life and describe the treatment modalities for the management of these conditions.
  - 20.02 Describe the primary and secondary survey.
  - 20.03 Describe the anatomy, physiology and pathophysiology of the airway and lungs and their anatomical structures.
  - 20.04 Describe the use of adjuncts in airway management.
  - 20.05 Describe advanced methods of airway management.
  - 20.06 Explain the significance of protection of the cervical spine in airway management.
  - 20.07 Explain pulmonary ventilation and gas exchange across the alveolar-capillary membrane.
  - 20.08 Describe the pathophysiology of open and closed pulmonary injuries.
  - 20.09 Discuss the techniques for evaluating effectiveness of ventilation.
  - 20.10 Describe the anatomy and physiology of the heart and the cardiovascular system.
  - 20.11 Describe the pathophysiology of cardiac arrest.
  - 20.12 Describe the mechanisms of evaluating the effectiveness of perfusion.
  - 20.13 Describe hemorrhage control and its benefits and complications.
  - 20.14 Assess neurological status.
  - 20.15 Discuss the pathophysiology of shock.
  - 20.16 Discuss the Florida Trauma Scorecard Methodology.
  - 20.17 Demonstrate obtaining a relevant patient medical history.
  - 20.18 Describe how a patient is packaged and stabilized for transportation to the hospital.

- 20.19 Discuss procedures for hospital selection, the transportation phase, and patient monitoring enroute to the hospital.
  - 20.20 Perform a rapid assessment.
  - 20.21 Perform a secondary survey.
  - 20.22 Demonstrate cardiopulmonary resuscitation.
- 21.0 Manage airway and ventilation—The student will be able to:
- 21.01 Describe and discuss techniques of advanced airway management, to include intubation and surgical procedures.
  - 21.02 Demonstrate methods of airway management on adult, child, and intact manikins both manually and with adjunctive equipment.
  - 21.03 Demonstrate methods for assessing continued adequacy of airway management and ventilation when using advanced airway devices.
  - 21.04 Demonstrate use of portable and fixed suction devices for oropharyngeal and tracheal suctioning.
- 22.0 Assess and manage shock—The student will be able to:
- 22.01 Identify and describe the causes, pathophysiology signs, symptoms, clinical manifestations, and management of shock.
  - 22.02 Describe fluids, fluid transport, and fluid and electrolyte imbalances.
  - 22.03 Discuss resuscitation of the shock patient.
  - 22.04 Discuss the hemodynamics of the cardiovascular system.
  - 22.05 Discuss differences in IV fluid composition and their implications in fluid administration.
  - 22.06 Describe baroreceptors and their effect on blood pressure and perfusion.
  - 22.07 Describe compensated and decompensated shock.
  - 22.08 Discuss evaluation of the patient's perfusion status.
  - 22.09 Define and discuss acid-base balance.
  - 22.10 Describe indications and contraindications of the pneumatic anti-shock garment.
  - 22.11 Discuss the methods of fluid replacement and the advantages and disadvantages of each.
  - 22.12 Demonstrate, in order of priority, the steps in shock resuscitation.
  - 22.13 Demonstrate the use of the pneumatic anti-shock garment.
  - 22.14 Demonstrate proper technique of setting up intravenous fluids for administration.
  - 22.15 Demonstrate proper technique of peripheral and external jugular venous cannulation on the adult, child and infant patient.
  - 22.16 Demonstrate proper techniques for trouble-shooting an intravenous infusion.
  - 22.17 Calculate fluid administration rates for intravenous fluids utilizing a variety of administration sets.
- 23.0 Demonstrate knowledge of pharmacology and administer medications—The student will be able to:
- 23.01 Discuss the various origins and forms of drugs.
  - 23.02 Discuss the various names of a drug (i.e. generic, trade, official, chemical).
  - 23.03 Identify those agencies responsible for regulating drugs and the rationale for regulation.
  - 23.04 Demonstrate use of the Physicians Desk Reference.
  - 23.05 Identify local and systemic effects of drugs.

- 23.06 List and evaluate effects of various factors on the action of drugs.
  - 23.07 Discuss the methods of drug absorption.
  - 23.08 Define and use relevant pharmacology terms.
  - 23.09 Describe and discuss the apothecary and metric systems and convert between and within the systems.
  - 23.10 Describe the various types of drugs and routes of administration.
  - 23.11 Calculate fractional drug dosages.
  - 23.12 State the advantages and disadvantages of subcutaneous, intramuscular, and intravenous, injections.
  - 23.13 Demonstrate the proper procedure for intramuscular, subcutaneous, intravenous piggyback, intravenous bolus, and nebulized medication administration.
  - 23.14 Demonstrate the proper procedure for withdrawing medication from a vial and an ampule.
- 24.0 Assess and manage trauma emergencies–The student will be able to:
- 24.01 Describe the general care and transportation of the trauma patient.
  - 24.02 Describe the priorities of trauma care and triage with multiple patients.
  - 24.03 Describe the anatomy, physiology, pathophysiology assessment, and management of trauma to all regions of the human body.
  - 24.04 Describe and demonstrate methods of hemorrhage control.
  - 24.05 Describe neurological examination, assessment, pathophysiology, and management.
  - 24.06 Describe rapid on-scene management of the trauma patient.
  - 24.07 Describe the components of a complete prehospital history and the significance of each.
  - 24.08 Describe various types of splints that are used for immobilization of fractures and dislocations, their use and the advantages and disadvantages of each.
  - 24.09 Describe the short and long backboard, the various state-of-the-art substitutes available, and their specific uses.
  - 24.10 Describe various systems designed for scoring the severity of injuries to the trauma patient and contrast with them with the Florida Trauma Scorecard Methodology as identified in Chapter, 64J-1.0201 F.A.C.
  - 24.11 Identify and describe the use of Trauma Scorecard Methodology in quantifying patient condition.
  - 24.12 Demonstrate advanced methods of airway management and ventilation in the trauma patient.
  - 24.13 Demonstrate decompression of a tension pneumothorax.
  - 24.14 Demonstrate application of pneumatic anti-shock garment (MAST).
  - 24.15 Describe and demonstrate physical examination of the trauma patient.
  - 24.16 Demonstrate a neurological examination as performed on the trauma patient.
  - 24.17 Demonstrate immobilization of the cervical spine.
  - 24.18 Demonstrate splinting techniques.
- 25.0 Assess and manage burn injuries–The student will be able to:
- 25.01 Describe the anatomy, physiology, pathophysiology, and assessment of the integumentary system.
  - 25.02 Discuss the movement of body fluids between plasma, interstitial compartments and intracellular compartments.
  - 25.03 Describe the assessment and management of the burn victim.

- 25.04 Describe the pathophysiology and treatment of burn shock.
- 25.05 Describe and discuss the major causes, classifications, and categories of burn.
- 25.06 Describe and discuss the method of calculating percentages of body surface area burned and various formulas for calculating fluid resuscitation.
- 25.07 Describe the assessment and management of inhalation injury.
- 25.08 Demonstrate management of the burn victim with and without associated injuries.

26.0 Assess and manage respiratory emergencies—The student will be able to:

- 26.01 Describe the anatomy and physiology of the respiratory system and define appropriate medical terms.
- 26.02 Identify the normal partial pressures of oxygen and carbon dioxide in the alveoli, arterial and venous blood, and factors that affect those levels.
- 26.03 Describe the normal and COPD respiratory drives.
- 26.04 Identify the pharmacology, actions, indications, precautions, dosages, contraindications, and side effects of typical respiratory drugs for the adult and pediatric patient and demonstrate methods of administration.
- 26.05 Discuss the signs, symptoms, and pathophysiology of conditions affecting the respiratory system.
- 26.06 Demonstrate inspection, auscultation and palpation of the thorax.
- 26.07 Identify normal and abnormal lung sounds.
- 26.08 Obtain a history and assess patients with respiratory complaints.
- 26.09 Describe the management of patients with respiratory problems.

27.0 Assess and manage cardiovascular emergencies—The student will be able to:

- 27.01 Describe the anatomy, physiology, and pathophysiology relevant to cardiovascular disease and emergencies.
- 27.02 Identify the pharmacology, actions, indications, precautions, methods of administration, dosages, contraindications, and side effects of common emergency cardiovascular drugs (AHA/ACLS).
- 27.03 Identify complications of intracardiac injections.
- 27.04 Describe innervation of the heart, sympathetic and parasympathetic stimulation, blockade, and effects on the heart rate.
- 27.05 Discuss myocardial electrical physiology.
- 27.06 Describe signs, symptoms, and common chief complaints of patients with cardiac conditions.
- 27.07 Identify and describe the historical information, specific observations, and physical findings to be evaluated in the cardiac patient.
- 27.08 Identify actions, uses, and side effects of common prescription drugs relative to cardiac problems.
- 27.09 Discuss the etiology of cardiac arrest in adults and pediatric patients.
- 27.10 Discuss concepts of ECG monitoring, types and causes of artifacts, and rhythm analysis format.
- 27.11 Identify the wave forms, intervals, and normal values relative to an electrocardiogram (ECG).
- 27.12 Describe a 12-lead ECG and compare to continuous monitoring.
- 27.13 Describe the etiology, clinical significance, and ECG characteristics of cardiac dysrhythmias.
- 27.14 Discuss energy and describe the indications for use of vagotonic maneuvers, synchronized cardioversion, defibrillation and external cardiac pacing per the



- most current AHA guidelines or it's equivalent. Identify wave forms, artifacts, dysrhythmias and monitor screens.
- 27.15 Obtain history, assess, and manage dysrhythmias or cardiac condition.
  - 27.16 Demonstrate application of ECG electrodes and obtain a sample Lead II or MC11 rhythm strip.
  - 27.17 Use defibrillator paddles for Lead II monitoring.
  - 27.18 Troubleshoot a poor ECG rhythm.
  - 27.19 Perform a thump, vagotonic maneuvers, synchronized cardioversion, defibrillation, and external cardiac pacing per the most current AHA guidelines or it's equivalent.
  - 27.20 Describe the use of a mechanical CPR device.
- 28.0 Assess and manage endocrine emergencies—The student will be able to:
- 28.01 Identify and describe the anatomy, physiology, pathophysiology of the endocrine system.
  - 28.02 Describe the assessment and management of endocrine emergencies.
  - 28.03 Identify and discuss the significance of the historical information, observations, and physical findings in the patient with endocrine disorders.
  - 28.04 Identify common prescription drugs that a patient with endocrine problems might take and the implications of each.
  - 28.05 Identify the pharmacology, actions, indications, precautions, methods of administration, dosages, contraindications, and side effects of relevant drugs.
  - 28.06 Obtain a history and assess and manage patients with endocrine problems.
- 29.0 Assess and manage neurological emergencies—The student will be able to:
- 29.01 Identify and describe the anatomy, physiology, pathophysiology of the neurological system.
  - 29.02 Describe the assessment and management of neurological disorders.
  - 29.03 Identify the actions, uses and side effects of common prescription drugs relative to neurological problems.
  - 29.04 Identify common prescription drugs that a patient with neurological problems might take and the implications of each.
  - 29.05 Identify the pharmacology, actions, indications, precautions, methods of administration, dosages, contraindications, and side effects of relevant drugs.
  - 29.06 Describe and use the Glasgow Coma Scale.
  - 29.07 Describe and differentiate various types of seizures and their phases.
  - 29.08 Obtain history and assess patients with neurological disorders.
  - 29.09 Manage patients with neurological emergencies.
- 30.0 Assess and manage digestive, genitourinary, and reproductive emergencies—The student will be able to:
- 30.01 Describe the anatomy, physiology, pathophysiology of the digestive, genitourinary and reproductive systems.
  - 30.02 Identify and describe the significance of the historical information, observations, and physical findings in the patient with digestive, genitourinary, and reproductive disorders.
  - 30.03 Describe the assessment and treatment of digestive, genitourinary, and reproductive system disorders.

- 30.04 Identify common prescription drugs that a patient with digestive, genitourinary, and reproductive problems might take and the implications of each.
  - 30.05 Discuss the basic principles, types, and complications of dialysis.
  - 30.06 Discuss the assessment and management of the dialysis patient, to include vascular access.
  - 30.07 Obtain a history and assess patients with digestive, genitourinary, and reproductive problems.
  - 30.08 Manage patients with digestive, genitourinary, and reproductive emergencies.
- 31.0 Assess and manage anaphylaxis emergencies—The student will be able to:
- 31.01 Describe the anatomy, physiology, pathophysiology, causes, signs and symptoms, assessment and management of anaphylaxis.
  - 31.02 Identify and discuss the significance of historical information, observations, and physical findings in the patient with potential anaphylaxis.
  - 31.03 Identify the pharmacology, actions, indications, precautions, methods of administration, dosages, contraindications, and side effects for the adult and pediatric patient for commonly used pre-hospital medications for anaphylaxis.
  - 31.04 Obtain a history and assess patients with potential anaphylaxis.
  - 31.05 Manage patients with anaphylactic emergencies.
- 32.0 Assess and manage toxicological, alcohol, and drug abuse emergencies—The student will be able to:
- 32.01 Discuss toxicologic emergencies.
  - 32.02 Identify and discuss the routes of entry of toxic substances into the body.
  - 32.03 Discuss the role of Poison Control Centers in the EMS system and in the management of patients with toxicological emergencies.
  - 32.04 Define abuse terms, identify commonly abused drugs, and describe their effects.
  - 32.05 Describe the anatomy, physiology, pathophysiology assessment and management of patients with toxicological emergencies, animal or insect bites, stings, drug overdose, and alcoholism.
  - 32.06 Discuss the incidence of alcoholism, drug abuse, and substance abuse in the United States.
  - 32.07 Obtain a history, assess, and manage patients with toxicological emergencies, animal or insect bites, stings, drug overdose, and alcoholism.
  - 32.08 Apply a constricting band.
- 33.0 Assess and manage infectious diseases—The student will be able to:
- 33.01 Define terms and conditions relative to infectious diseases.
  - 33.02 Describe the anatomy, physiology, pathophysiology, causes, mode of transmission, incubation period, assessment and management typical infectious and communicable diseases and parasites.
  - 33.03 Identify and discuss the significance of historical information, observations, and physical findings in the patient with infectious/communicable disease or parasites.
  - 33.04 Practice Universal Precautions according to established standards (CDC).
  - 33.05 Discuss procedures for reporting and follow-up after exposure to a communicable disease, according to established standards.

- 33.06 Describe methods used to disinfect equipment and vehicles involved with an infectious patient.
  - 33.07 Obtain a history and assess patients with infectious/communicable diseases or parasites.
  - 33.08 Manage patients with infectious/communicable disease or parasites.
- 34.0 Assess and manage environmental injuries—The student will be able to:
- 34.01 Describe and discuss homeostasis, methods of body temperature regulation and the role and methods of thermoregulation and heat dissipation and retention in pathologic circumstances.
  - 34.02 Identify and discuss the significance of historical information, observations, and physical findings in the patient with hypothermic or hyperthermic disorders.
  - 34.03 Describe the anatomy, physiology, pathophysiology, causes, signs and symptoms, assessment and management of hypothermic or hyperthermic disorders.
  - 34.04 Describe the anatomy, physiology, pathophysiology, signs and symptoms, assessment and management of near-drowning.
  - 34.05 Identify and discuss the significance of historical information, observations, and physical findings in the patient with a near-drowning emergency.
  - 34.06 State the factors affecting survivability and probability of successful resuscitation in near-drowning patients.
  - 34.07 Identify the common types and sources of ionizing radiation.
  - 34.08 Identify sources of normal background radiation.
  - 34.09 Describe the anatomy, physiology, pathophysiology, signs and symptoms, assessment and management of acute and/or chronic exposure to ionizing radiation.
  - 34.10 Identify and discuss the significance of historical information, observations, and physical findings in the patient with acute and/or chronic exposure to ionizing radiation.
  - 34.11 Discuss the safety of allied health personnel and patients related to exposure to ionizing radiation.
  - 34.12 Discuss procedures relating to radiological incidents for notification of appropriate health officials.
  - 34.13 List the common medical problems associated with scuba diving accidents.
  - 34.14 Describe the anatomy, physiology, pathophysiology, signs and symptoms, assessment and management of decompression sickness, overpressure accidents, pneumomediastinum, air embolism, nitrogen narcosis, and subcutaneous emphysema.
  - 34.15 Identify and discuss the significance of historical information, observations, and physical findings in patients with decompression sickness, overpressure accidents, pneumomediastinum, air embolism, nitrogen narcosis, and subcutaneous emphysema, and the significance of each.
  - 34.16 Obtain a history and assess patients with hypothermic and hyperthermic problems.
  - 34.17 Discuss management of patients with hypothermic and hyperthermic complaints.
  - 34.18 Obtain a history and assess patients with exposure to ionizing radiation.
  - 34.19 Discuss management of patients with exposure to ionizing radiation.
  - 34.20 Obtain a history and assess patients with submersion emergencies.
  - 34.21 Discuss management of patients with submersion emergencies.
  - 34.22 Obtain a history and assess patients with scuba diving emergencies.

- 34.23 Discuss management of patients with scuba diving emergencies.
- 35.0 Assess and manage geriatric emergencies–The student will be able to:
- 35.01 Identify the physical, social and psychological differences between youth and the elderly.
  - 35.02 Identify and discuss the significance of historical information, observations, and physical findings in the geriatric patient with acute and/or chronic medical problems.
  - 35.03 Identify and discuss illness/complaints that require special consideration in the elderly.
  - 35.04 Describe the anatomy, physiology, pathophysiology, assessment and management of common geriatric illnesses.
  - 35.05 Obtain a history and assess geriatric patients.
  - 35.06 Treat geriatric patients.
  - 35.07 Discuss geriatric abuse.
  - 35.08 Discuss the components and objectives of a gerontology program.
- 36.0 Assess and manage pediatric emergencies–The student will be able to:
- 36.01 Identify the general goals of management of the pediatric patient.
  - 36.02 Discuss specific historical information and its sources in evaluating the pediatric patient.
  - 36.03 Discuss by age groups the relevant aspects of normal growth and development, personality development, relationship to parents, history factors, common illnesses and accidents.
  - 36.04 Describe Sudden Infant Death Syndrome (SIDS), current theories, assessment and management, and the immediate needs of the family.
  - 36.05 Describe the characteristics of the child abuser and the abused child.
  - 36.06 Discuss the assessment and management of the potentially abused child including important historical information and management of the family in the child abuse situation.
  - 36.07 Describe the anatomy, physiology, pathophysiology, assessment, and management of common pediatric disorders.
  - 36.08 Identify the pediatric dosage for commonly used drugs
  - 36.09 Discuss and demonstrate techniques for airway maintenance in the pediatric patient.
  - 36.10 Describe and discuss techniques and sites for intravenous infusion in the pediatric patient.
  - 36.11 Obtain history and assess the pediatric patient.
- 37.0 Assess and manage the gynecologic patient–The student will be able to:
- 37.01 Describe the anatomy and physiology of the female reproductive system.
  - 37.02 Identify and discuss the significance of historical information, observations, and physical findings to be evaluated in the patient's gynecologic problems.
  - 37.03 Describe the pathophysiology and management of gynecological disorders.
  - 37.04 Describe potential causes, assessment and management of trauma to the external genitalia.
  - 37.05 Describe the assessment and management of a sexual assault victim.
  - 37.06 Obtain a history and assess and manage the patient with a gynecologic problem.

38.0 Assess and manage the obstetric patient—The student will be able to:

- 38.01 Define obstetrical terminology.
- 38.02 Describe the process of fetal development and circulation.
- 38.03 Identify and discuss the significance of historical information, observations, and physical findings in the obstetric patient.
- 38.04 Identify and describe early signs and symptoms of pregnancy.
- 38.05 Describe potential causes, assessment, and management of trauma to the pregnant mother and the fetus.
- 38.06 Discuss the effects of pregnancy on pre-existing medical conditions.
- 38.07 Describe the anatomy, physiology, pathophysiology, causes, assessment and management of obstetric.
- 38.08 Describe Braxton-Hicks contractions.
- 38.09 Discuss the progression of labor.
- 38.10 Discuss factors that influence transport decisions for the patient in labor.
- 38.11 Describe a normal cephalic delivery.
- 38.12 Discuss the pathophysiology, assessment, and management of delivery complications.
- 38.13 Identify the pharmacology, actions, indications, methods of administration, dosages, contraindications and side effects of commonly used medications for the obstetric patient.
- 38.14 Obtain a history and assess the obstetric patient.
- 38.15 Assess and manage obstetrical patients, including assisting with childbirth.
- 38.16 Administer oxytocin.

39.0 Assess and manage the neonate—The student will be able to:

- 39.01 Describe anatomy, physiology, pathophysiology, assessment, and routine management of the neonate.
- 39.02 Describe the mechanisms and effects, and treatment of hypothermia in the neonate.
- 39.03 Define the parameters, numerical values utilized, and the procedure for Apgar scoring.
- 39.04 Describe and demonstrate stimulation of and CPR for the distressed neonate.
- 39.05 Identify observations and physical findings to be evaluated in the neonate.
- 39.06 Identify the problems and equipment requirements for transportation of the neonate.
- 39.07 Obtain a history, assess, and manage the neonate.
- 39.08 Administer oxygen to the neonate.
- 39.09 Suction the neonate using both a meconium aspirator and a bulb syringe.
- 39.10 Calculate Apgar score.

40.0 Assess and manage behavioral emergencies—The student will be able to:

- 40.01 Define behavioral emergency.
- 40.02 Discuss factors that may alter the emotional status of the ill or injured.
- 40.03 Discuss reasons and method of reassuring the patient experiencing and emotional crisis.
- 40.04 Discuss verbal communication techniques useful in managing the emotionally disturbed patient.

- 40.05 Discuss means to insure the safety of the Paramedic.
- 40.06 Discuss circumstances when bystanders and relatives should be removed from the scene.
- 40.07 Discuss factors which increase the risk of suicide and behaviors that are indicators of an impending suicide attempt.
- 40.08 Discuss the techniques that facilitate the systematic gathering and reporting of information about the disturbed patient.
- 40.09 Discuss techniques that are useful in managing the effects of crisis situations on the Paramedic.
- 40.10 Discuss techniques that are useful in redirecting anxiety in relatives and bystanders.
- 40.11 Discuss appropriate action of the Paramedic when confronted with an uncontrollable, armed patient.
- 40.12 Discuss those situations in which the Paramedic may forcibly restrain or transport a patient.
- 40.13 Discuss and demonstrate techniques for restraining the violent patient.
- 40.14 Discuss and demonstrate techniques useful in protecting the Paramedic when attacked by a violent patient.
- 40.15 Obtain a history, assess, and manage patients with behavioral emergencies.

**Management Option: This option (outcomes 41-51) prepares students for administrative and supervisory positions in the Emergency Medical Services field.**

- 41.0 Demonstrate leadership and administrative skills basic to management emergency medical service systems—The student will be able to:
  - 41.01 Describe an emergency medical service system, its scope, national, state and local involvement, and the organizational climate that serves as the setting and framework for managing an emergency medical service system.
  - 41.02 Identify current trends and perspectives related to the management of health care organizations in general, and emergency medical service systems in particular, and the means by which the application of sound management principles and behavior can facilitate change.
  - 41.03 Interpret managerial principles, practices and processes and relate them to emergency medical service systems.
  - 41.04 Identify the role, responsibilities and parameters for the various levels of management within emergency medical service systems.
  - 41.05 State the control processes and techniques used to ensure that the objectives, strategies, and policies of the emergency medical service system are achieved effectively and efficiently.
  - 41.06 Relate the various aspects of organizational dynamics (decision making, motivations, leadership, and communication) to the needs and problems of emergency medical service systems.
  - 41.07 Relate personnel administration practices to the total scope of labor relations, including manpower acquisition, maintenance, and utilization.
  
- 42.0 Interpret federal, state and local laws as they apply to emergency medical service systems—The student will be able to:
  - 42.01 List and discuss federal, state and local laws, administrative rules, requirements and recommendations relating to emergency medical service systems.

- 42.02 List required standards and procedures for facility and staff.
  - 42.03 Identify mandatory requirements regarding environmental health and safety standards.
  - 42.04 Discuss the impact of legislative changes on emergency medical service systems.
- 43.0 Demonstrate knowledge of operational and organizational structures of emergency medical service systems—The student will be able to:
- 43.01 Describe the functions and standards of departments in emergency medical service systems.
  - 43.02 Contrast administrative roles and responsibilities in different types of emergency medical service systems.
  - 43.03 Describe principles and philosophies of emergency medical service systems.
  - 43.04 Identify several basic principles of emergency medical care.
  - 43.05 Describe communication techniques within health care systems.
  - 43.06 Utilize state of the art language and terminology when communicating within the emergency medical service system.
- 44.0 Demonstrate knowledge of psychological problems and stressors in emergency medical service employees and find appropriate solutions—The student will be able to:
- 44.01 Demonstrate knowledge of the worth and dignity of each employee.
  - 44.02 Accommodate individual differences, characteristics, and behaviors.
  - 44.03 Adjust employee schedules, personnel assignments, etc. to provide optimum performance.
- 45.0 Demonstrate knowledge of materials and supplies used in emergency medical service systems—The student will be able to:
- 45.01 Evaluate current inventory.
  - 45.02 Prepare purchase orders with knowledge of current financial status and budgetary constraints.
  - 45.03 Demonstrate knowledge of optimum quality, price, and quantity.
- 46.0 Demonstrate knowledge of occupational safety and health—The student will be able to:
- 46.01 Prepare a plan for employee safety in the event of emergency situations involving business or office facilities.
  - 46.02 Identify hazardous materials and substances in the workplace.
  - 46.03 Identify appropriate storage facilities for all substances.
  - 46.04 Conduct inservice for employees.
  - 46.05 Respond to employee inquiries and post notices as needed.
  - 46.06 Implement Appropriate The Joint Commission patient safety goals.
- 47.0 Demonstrate knowledge of appropriate workloads for each employee—The student will be able to:
- 47.01 Prepare job descriptions.
  - 47.02 Prepare job advertisements and notices.

- 47.03 Compute man-hours required for each job position within the emergency medical service system.
- 47.04 Identify factors that alter the workload and man-hours computed for each position.
- 48.0 Review, approve and monitor departmental capital and operational budgets–The student will be able to:
  - 48.01 Develop capital budget justification format.
  - 48.02 Delegate capital budget preparation to key managers.
  - 48.03 Analyze and approve appropriate capital budget items.
  - 48.04 Develop an operational budget format.
  - 48.05 Analyze and approve appropriate financial levels in each operational budget.
- 49.0 Identify and apply legal reimbursement systems–The student will be able to:
  - 49.01 Establish an item charge system that meets reimbursement system requirements.
  - 49.02 Establish a mechanism for utilization review and quality assurance.
  - 49.03 Develop an accounts receivable system which monitors and optimizes reimbursement.
- 50.0 Comply with accreditation standards of governmental or governmental-appointed agencies and organizations–The student will be able to:
  - 50.01 Describe and discuss procedures to meet required standards for emergency medical service systems.
  - 50.02 Identify the required standards for health care personnel in general and emergency medical service personnel in particular.
  - 50.03 Develop policies and operational procedures to meet required standards.
  - 50.04 Establish liaison mechanisms with appropriate accrediting organizations.
- 51.0 Demonstrate computer literacy–The student will be able to:
  - 51.01 Describe and demonstrate function and operation of basic computer systems.
  - 51.02 Describe and demonstrate various types of computer systems and their specific applications.
  - 51.03 Describe and demonstrate general applications such as word processing, database management, spreadsheets, and communications.
  - 51.04 Describe and discuss special applications such as computer-aided dispatch (CAD), quality assurance, and inventory control.

**Education Option: This option (outcomes 52-57) prepares students as trainers and/or instructors in the EMS field.**

- 52.0 Demonstrate knowledge of basic teaching methods, learning and educational psychology–The student will be able to:
  - 52.01 Describe and demonstrate various methods of student learning.
  - 52.02 Describe and demonstrate various methods of teaching as they apply to student learning techniques.



- 52.03 Describe and demonstrate competency-based education (CBE).
  - 52.04 Describe and demonstrate short-term and long-term memory and the implications of each on the student learning process.
  - 52.05 Describe and demonstrate various educational psychologies.
- 53.0 Describe and discuss curriculum design and development–The student will be able to:
- 53.01 Develop and discuss needs assessments.
  - 53.02 Develop a task analysis.
  - 53.03 Develop student behavioral objectives.
  - 53.04 Design and develop competency-based curriculum.
  - 53.05 Integrate curriculum with current occupational responsibilities.
  - 53.06 Perform on-going curriculum review and development.
- 54.0 Demonstrate appropriate measurement and evaluation skills–The student will be able to:
- 54.01 Construct appropriate objective tests commensurate with curriculum.
  - 54.02 Develop effective measurement instruments for student performance in clinical settings.
  - 54.03 Develop effective evaluation tools for evaluating student performance.
  - 54.04 Record, monitor, and provide feedback to student regarding student progress.
- 55.0 Demonstrate mastery of required technical skills–The student will be able to:
- 55.01 Demonstrate performance of basic life support instructor skills.
  - 55.02 Demonstrate performance of advanced life support instructor skills.
  - 55.03 Demonstrate performance of trauma life support instructor skills.
  - 55.04 Demonstrate performance of other medical skills appropriate to the emergency medical services curriculum.
- 56.0 Demonstrate classroom management skills–The student will be able to:
- 56.01 Demonstrate and apply effective leadership skills.
  - 56.02 Demonstrate and apply effective motivational skills.
  - 56.03 Demonstrate and apply effective organizational skills.
  - 56.04 Demonstrate and apply effective disciplinary skill.
- 57.0 Demonstrate computer literacy–The student will be able to:
- 57.01 Describe and discuss various types of computer systems and their specific applications as they relate to Emergency Medical Services.
  - 57.02 Describe and discuss applications such as word processing, database management, spreadsheets, communications, and computer-aided instruction (CAI) as they relate to Emergency Medical Services.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Nuclear Medicine Technology  
**Career Cluster:** Health Science

AS	
CIP Number	1351090502
Program Type	College Credit
Standard Length	75 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2033 Nuclear Medicine Technologists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as radiologic technologists or nuclear medicine technologists, SOC Code-29-2033 (Nuclear Medicine Technologists) or to provide supplemental training for persons previously or currently employed in this occupation.

The content includes but is not limited to the utilization of radioactive materials for diagnostic and therapeutic procedures, patient care, administrative functions, health and safety including CPR.

### **Program Structure**

This program is a planned sequence of instruction consisting of 75 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will choose to provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program must be accredited by the:

Joint Review Committee on Educational Programs in Nuclear Medicine Technology  
2000 W. Danforth Rd., Ste 130 #203  
Edmond OK 73003  
Tel: (405) 285-0546  
Fax: (405) 285-0579  
<http://www.jrcnmt.org/>

Or

Southern Association of Colleges and Schools (SACS)  
2520 Northwinds Parkway  
Suite 600  
Alpharetta, GA 30009  
888-41ED NOW (888-413-3669)  
<http://www.sacs.org/>

The program must also be approved by the Department of Health Bureau of Radiation Control so that the graduate is eligible to be licensed in Florida as a Certified Radiologic Technologist - Nuclear Medicine (i.e., a Nuclear Medicine Technologist). As specified in Chapter 468, Part IV and 64E-FAC. All accredited NMT programs which are recognized and accepted by either the American Registry of Radiologic Technologists (ARRT), or the Nuclear Medicine Technology Certification Board (NMTCB), are approved by the Department of Health

The nuclear medicine technologist performs patient care with understanding of patients' special needs, fears and concerns and recognizes changes in patient condition. Limiting the exposure of the patient and other health care workers to minimal levels of radiation is of paramount importance.

A fundamental knowledge and understanding of the physical and biological sciences, including radiation biology and protection, as well as radiopharmaceuticals "in vivo" and "in vitro", is essential: nuclear physics, biochemistry, immunology, physiology and an introduction to computer application/operation with data manipulation must be included.

Students who complete the program will be eligible to apply to the Department of Health for the required state Nuclear Medicine Technologist license. For further information contact:

Department of Health  
MQA Radiologic Technology Program  
4052 Bald Cypress Way, Bin #C85  
Tallahassee, FL 32399  
Phone: (850) 245-4910  
Fax: (850) 921-6365  
Internet: [www.doh.state.fl.us/mqa/rad-tech](http://www.doh.state.fl.us/mqa/rad-tech)

Students who complete the program will be eligible to make an application to take one or both of the National Registry examination. For further information contact:

American Registry of Radiologic Technologists (ARRT)  
1255 Northland Drive  
St. Paul, MN 55120-1155  
(612) 687-0048  
[www.arrt.org](http://www.arrt.org)

Or

Nuclear Medicine Technology Certification Board (NMTCB)  
3558 Habersham at Northlake  
Building I  
Tucker, GA 30084  
Toll Free: (800) 659-3953  
[www.nmtcb.org](http://www.nmtcb.org)

Students are encouraged to become members of their appropriate professional organizations such as the Society of Nuclear Medicine –Technologist Section (SNM-TS), Florida Nuclear Medicine Technologists, Inc. (FNMT), the American Society of Radiologic Technologists (ASRT), Florida Society of Radiologic Technologists (FSRT) and its local affiliate.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 75 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Nuclear Medicine Technology Specialist (0351090503) – 48 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.

- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Practice radiation safety.
- 13.0 Practice basic radiopharmacy.
- 14.0 Calculate doses and administer radiopharmaceuticals and interventional pharmaceuticals.
- 15.0 Perform "in vitro"/"in vivo" nonimaging procedures.
- 16.0 Perform imaging procedures.
- 17.0 Perform computerized procedures.
- 18.0 Practice quality control.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Nuclear Medicine Technology  
**CIP Number:** 1351090502  
**Program Length:** 75 credit hours  
**SOC Code(s):** 29-2033

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.



05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

## **Nuclear Medicine Technology: (12-18)**

- 12.0 Practice radiation safety–The student will be able to:
- 12.01 Assure compliance with local, state and federal regulations.
  - 12.02 Follow appropriate protection procedures.
  - 12.03 Perform area surveys and wipe tests.
  - 12.04 Perform decontamination procedures.
  - 12.05 Appropriately dispose of radioactive waste.
  - 12.06 Follow approved procedures for identifying and labeling.
  - 12.07 Practice personnel monitoring of radiation exposure.
  - 12.08 Implement appropriate The Joint Commission patient safety goals.
- 13.0 Practice basic radiopharmacy–The student will be able to:
- 13.01 Maintain radiopharmaceutical laboratory records and materials.
  - 13.02 Obtain generator eluate.
  - 13.03 Prepare radiopharmaceuticals and perform quality control tests.
  - 13.04 Appropriately dispose of radioactive waste.
  - 13.05 Demonstrate understanding of ordering pharmaceuticals in appropriate dosage and effective time frame.
- 14.0 Calculate doses and administer radiopharmaceutical and interventional pharmaceuticals–The student will be able to:
- 14.01 Assay radiopharmaceuticals.
  - 14.02 Calculate doses.
  - 14.03 Dispense exact doses.
  - 14.04 Properly administer radiopharmaceuticals.
  - 14.05 Maintain records of administrations/preparations.
  - 14.06 Perform dose calibrator quality control tests.
  - 14.07 Properly prepare and administer interventional pharmaceuticals.
  - 14.08 Strictly observe precautions and contraindications.
  - 14.09 Access and care for patients.
  - 14.10 Appropriately support treatment for adverse affects.
  - 14.11 Document accordingly.
- 15.0 Perform "in vitro"/"in vivo" nonimaging procedures–The student will be able to:
- 15.01 Operate conventional laboratory equipment.
  - 15.02 Prepare doses and standards.
  - 15.03 Collect specimens.
  - 15.04 Operate radiation detection equipment.
  - 15.05 Perform calculations.
  - 15.06 Perform radioassays.
  - 15.07 Perform venipuncture accurately and efficiently.
- 16.0 Perform imaging procedures–The student will be able to:
- 16.01 Prepare patients.
  - 16.02 Select imaging parameters.

- 16.03 Position patients and obtain images.
- 16.04 Perform data processing.
- 16.05 Maintain appropriate records.

17.0 Perform computerized procedures—The student will be able to:

- 17.01 Retrieve patient studies and display on computer video screen.
- 17.02 Select proper protocol and process data.
- 17.03 Acquire and store patient studies for future reference.
- 17.04 Manipulate computer data for appropriate display.

18.0 Practice quality control—The student will be able to:

- 18.01 Perform quality assurance testing of imaging systems.
- 18.02 Calibrate and operate scintillation counters.
- 18.03 Calibrate and operate gas-filled detectors.
- 18.04 Perform quality assurance testing of routine imaging and assay procedures.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Radiography  
**Career Cluster:** Health Science

AS	
CIP Number	1351090700
Program Type	College Credit
Standard Length	77 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2034 Radiologic Technologists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as Radiographers, Radiologic Technologists SOC Code 29-2034 (Radiologic Technologists/Technicians) or to provide supplemental training for persons previously or presently employed in these occupations.

The content includes but is not limited to introduction to radiography, medical ethics and law, medical terminology, methods of patient care, human structure and function, radiographic procedures, principles of radiographic exposure, imaging equipment, radiographic film processing, evaluation of radiographs, radiation physics, principles of radiation protection, principles of radiation biology, radiographic pathology, introduction to quality assurance, introduction to computer literacy, and clinical education. The curriculum includes a plan for well-structured competency based clinical education.

### **Program Structure**

This program is a planned sequence of instruction consisting of 77 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program must be accredited. by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 900, Chicago, Illinois 60606-2901, (312) 704-5300, or by the Southern Association of Colleges and Schools.

The program must also be approved by the Department of Health, Bureau of Radiation Control so that the graduate is eligible for licensure in Florida as a Certified Radiologic Technologist. As specified in Chapter 468 Part IV F.S. and Chapter 64E-3 F.A.C.

Radiographers provide patient services using imaging modalities, as directed by physicians qualified to order and/or perform radiologic procedures. Radiographers usually provide patient care essential to radiologic procedures, including exercising judgment when performing medical imaging procedures. When providing patient services, the radiographer adheres to the principles of radiation protection for the patient, self, and others.

Radiographers accurately demonstrate anatomical structures on various imaging receptors by knowledge of anatomy, positioning, radiographic technique, and radiation protection. Radiographers must also be able to recognize emergency patient conditions and initiate lifesaving first aid. Additional duties may include performing quality assurance, processing film, and keeping patient records. Radiographers may be required to perform some of these duties at the patient's bedside or in the operating room.

The policies and process by which students receive clinical education shall be published and made known to all concerned in order to avoid practices in which students are substituted for paid staff. Students shall not take the responsibility or the place of qualified staff. After demonstrating competency, students may be permitted to perform procedures with indirect supervision. Unsatisfactory radiographs shall be repeated only in the presence of a qualified radiographer.

Program completers will be eligible to make an application to take the National Registry examination. For further information contact:

American Registry of Radiologic Technologists (ARRT)

1255 Northland Drive  
St. Paul, MN 55120-1155  
(612) 687-0048

Students are encouraged to become members of their appropriate professional organizations such as the American Society of Radiologic Technologists (ASRT), Florida Society of Radiologic Technologists (FSRT) and its' local affiliate.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc.(HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2),

F.A.C. The standard length of this program is 77 credit hours according to Rule 6A-14.030,  
F.A.C.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Techniques to accurately demonstrate anatomical structures on a radiograph or another imaging receptor. Apply knowledge of anatomy, physiology, positioning and radiographic
- 13.0 Evaluate radiographic images for appropriate positioning and image quality.
- 14.0 Apply the principles of radiation protection for the patient, self and others.
- 15.0 Anticipate and provide patient care and comfort.
- 16.0 Perform quality assurance procedures.
- 17.0 Exercise independent judgment and discretion in the technical performance of medical imaging procedures.
- 18.0 Demonstrate proper operation of radiographic equipment and accessories.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Radiography  
**CIP Number:** 1351090700  
**Program Length:** 77 credit hours  
**SOC Code(s):** 29-2034

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

## **Radiography: (12-18)**

- 12.0 Apply knowledge of anatomy, physiology, positioning and radiographic techniques to accurately demonstrate anatomical structures on a radiograph or other imaging receptor—The student will be able to:
- 12.01 Evaluate requisition for proper exam and/or patient.
  - 12.02 Demonstrate knowledge of human anatomy, physiology, positioning and radiographic techniques to accurately demonstrate anatomical structures on a radiograph or other imaging receptor.
  - 12.03 Position patient, utilizing body landmarks, to achieve the best demonstration of the affected body part by adjusting table, radiographic and/or fluoroscopic equipment, and image receptor using knowledge of anatomy, standard radiographic positions and departmental protocol.
  - 12.04 To insure proper patient positioning during film exposure, use immobilization devices, when indicated, to prevent patient movement.
  - 12.05 Give patient appropriate breathing instructions (e.g., inspiration, expiration) prior to making exposure.
  - 12.06 When indicated, take scout radiograph(s) on trauma patients to determine the extent and nature of injury, and whether injury will permit standard examination procedures.
  - 12.07 Remove all radiopaque materials (e.g., jewelry, hairpins, contrast materials) from patient and/or table that could interfere with the quality of the radiograph.
- 13.0 Evaluate radiographic images for appropriate positioning and image quality—The student will be able to:
- 13.01 Identify qualities that characterize a diagnostic radiograph.
  - 13.02 Identify human structural landmarks and pathological conditions.
  - 13.03 Identify incorrect image density, contrast, over/under exposures, artifacts, etc.
  - 13.04 Recognize the effect of various patient conditions, equipment, accessories, and contrast media on radiographic quality.
  - 13.05 Recognize legal, ethical, and professional responsibilities to patients, physicians, and co-workers.
  - 13.06 Evaluate radiographic images for appropriate positioning and image quality.
  - 13.07 If radiograph is not suitable, review procedural steps taken and modify as necessary.
- 14.0 Apply the principles of radiation protection for the patient, self and others—The student will be able to:
- 14.01 Demonstrate knowledge of the principles of radiation protection for the patient, self and others.
  - 14.02 Question female patients of child-bearing age about menstrual cycle and/or possible pregnancy to alert radiologist and/or referring physician.
  - 14.03 When indicated place a gonadal shield over male and female reproductive organs prior to taking radiograph.
  - 14.04 Stand behind lead barrier or wear a lead apron while activating radiographic equipment.

- 14.05 Wear a monitoring device in the correct designated location while on duty to obtain a record of radiation exposure over a given period of time while operating radiographic equipment.
  - 14.06 Place protective shield over radiosensitive organs (other than gonads) in or near the primary beam prior to exposure (i.e.: thyroid, eyes, etc.).
  - 14.07 Remove all unnecessary persons from area prior to taking radiograph.
  - 14.08 Restrict the beam to the area to be radiographed.
  - 14.09 Explain the biological effects of ionizing radiation.
- 15.0 Anticipate and provide patient care and comfort—The student will be able to:
- 15.01 Demonstrate knowledge required to anticipate and provide patient care and comfort.
  - 15.02 Explain procedures to patient before beginning procedure.
  - 15.03 Determine patients' identity using information on request form and confirm by checking wristband and/or by questioning patient.
  - 15.04 Observe and/or question patient to determine if alternate radiographic projections are needed as well as any modifications that might be useful in the diagnosis.
  - 15.05 Assist patient onto or off the table, stool or bed to avoid patient and personal injury using proper body mechanics and/or mechanical transfer devices.
  - 15.06 Instruct patient about diet restrictions and/or self-administered preparatory medication or contrast agent relative to an examination.
  - 15.07 Clean, wash, disinfect and/or sterilize facilities and equipment (e.g., cassettes, tabletops) and dispose of contaminated items prior to each patient to be radiographed.
  - 15.08 Observe appropriate protective techniques when radiographing a patient in isolation to provide for effective infection control.
  - 15.09 Use sterile and/or aseptic technique as required to help prevent infection.
  - 15.10 Apply infection control techniques according to Center for Disease Control (CDC) guidelines.
  - 15.11 Prior to injecting an iodinated contrast medium, elicit such information about the patient which might indicate a risk of a reaction using patient's chart, radiograph file jacket and/or by questioning patient.
  - 15.12 Assist physician in the intravenous injection of contrast medium using appropriate aseptic technique.
  - 15.13 After injection of iodinated contrast medium, observe patient to detect adverse reactions to the medium using knowledge of common reactions.
  - 15.14 Introduce contrast medium (excluding intravenous injections) into patient according to procedure indicated by physician.
  - 15.15 Recognize and report symptoms of abuse and neglect.
- 16.0 Perform quality assurance procedures—The student will be able to:
- 16.01 Demonstrate the knowledge required to perform basic quality assurance procedures.
  - 16.02 Perform safety checks of radiographic equipment including table, tube and accessories.
  - 16.03 Report malfunction in radiographic unit.
  - 16.04 Clean screens and cassettes on a regular basis to remove dirt, paper or other artifacts.
  - 16.05 Recognize and report malfunctions in the automatic processor.

- 16.06 Implement appropriate JCAHO patient safety goals.
- 17.0 Exercise independent judgment and discretion in the technical performance of medical imaging procedures—The student will be able to:
  - 17.01 Demonstrate the knowledge to exercise independent judgment and discretion in the technical performance of medical imaging procedures.
  - 17.02 Select film, screen and/or grid combination appropriate for the part to be radiographed.
  - 17.03 Restrict the beam to limit exposure to the area of interest to improve image quality.
  - 17.04 Set appropriate kVp, mA and time for the radiographic unit to achieve optimal image quality and safe operating conditions.
  - 17.05 Set appropriate kVp, mA, and time for the fluoroscopic and accessory imaging devices to achieve optimal image quality and safe operating conditions.
- 18.0 Demonstrate proper operation of radiographic equipment and accessories—The student will be able to:
  - 18.01 Demonstrate the knowledge to properly operate radiographic equipment and accessories.
  - 18.02 Warm-up x-ray tube to achieve proper operating conditions by following a prescribed sequence of steps.
  - 18.03 Set appropriate kVp, mA and time (or if photo-timed, select appropriate kVp, mA, back-up time and photosensor) for the radiographic unit to achieve optimum image quality and safe operating conditions.
  - 18.04 Utilize measuring calipers, technique charts and tube rating charts for selection of exposure factors.
  - 18.05 Set appropriate kVp, mA, and time for the fluoroscopic and accessory imaging devices to achieve optimal image quality and safe operating conditions.
  - 18.06 Store film in a manner which will reduce the possibility of accidentally exposing or re-exposing film.
  - 18.07 Process film in a correct manner.
  - 18.08 Reload cassettes by selecting film of proper size/type and place in designated area.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**        **Radiation Therapy**  
**Career Cluster:**      **Health Science**

AS	
CIP Number	1351090701
Program Type	College Credit
Standard Length	77 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-1124 Radiation Therapists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as Radiation Therapy Technologist SOC Code 29-1124 (Radiation Therapists) or to provide supplemental training for persons previously or presently employed in these occupations.

The content includes but is not limited to performing radiation therapy procedures with skill and understanding to practice the art and science of radiation therapy technology; to administer the prescribed radiation therapy treatments of the highest caliber, thereby providing the patient treatments of the highest quality and accuracy; to become members of the health care team that contributes to the physical and psychological comfort of the patient, to provide radiation protection to the patient, self and health care team; to work with the health care team to improve radiotherapeutic health care in the hospital and community; and to understand the importance of maintaining membership in the professional organizations and keeping abreast of the changes in the field of radiation therapy.



The program is designed to provide the radiation therapy community with workers who, under the supervision of a Radiation Oncologist, uses ionizing radiation to treat disease. The curriculum provides students an opportunity to develop technical and social skills through experiences in the clinic, classroom, and laboratory.

### **Program Structure**

This program is a planned sequence of instruction consisting of 77 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Clinical education has been established for the students in these programs. It is designed to permit accurate assessment of the knowledge, skills and abilities of students in the clinical education component of the program. After completion of the prerequisite practice of radiotherapeutic procedures, students indicate readiness for evaluation in a specific category to the clinical affiliate or faculty in the assigned clinical education center.

Clinical education and laboratory activities facilitate student rotations to provide them equitable opportunity to achieve the program clinical objective utilizing multiple affiliates. The resulting clinical rotation and laboratory practicum provides students with patient treatment techniques utilizing a variety of megavoltage equipment, radiation therapy patient care procedures, localization and treatment, radiation therapy physics including dosimetry, machine calibration, quality assurance, handling of sealed radioactive sources and protection, follow up, patient care and patient recordkeeping.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program must be accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 900, Chicago, Illinois 60606-2901 (312) 704-5300, or by the Southern Association of Colleges and Schools to enable graduates to become candidates for examination in Radiation Therapy Technology by the American Registry of Radiologic Technologists. It may also be approved by the Department of Health, Bureau of Radiation Control so that the graduate is eligible for licensure in Florida as a certified Radiation Therapy Technologists. As specified in Chapter 468 Part IV F.S. and Chapter 64E-3 F.A.C.

Students completing the program will be eligible to make application to take the National Registry examination. For further information contact:

American Registry of Radiologic Technologists (ARRT)  
1255 Northland Drive  
St. Paul, MN 55120-1155  
(612/687-0048)  
[www.arrt.org](http://www.arrt.org)

Students are encouraged to become members of their appropriate professional organizations such as the American Society of Radiologic Technologists (ASRT), Florida Society of Radiologic Technologists (FSRT) and its' local affiliate.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 77 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Radiation Therapy Specialist (0351090703) – 43 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Deliver a planned course of radiation therapy.
- 13.0 Verify the mathematical accuracy of the prescription.
- 14.0 Maintain daily records and document technical details of the treatment administered.
- 15.0 Observe the clinical progress of the patient undergoing radiation therapy; recognize the first signs of any complication; and determine when treatment should be withheld until a physician may be consulted.
- 16.0 Provide patient care and comfort essential to radiation therapy procedures.
- 17.0 Detect equipment malfunctions; report same to the proper authority; and know the safe limits of equipment operation.
- 18.0 Apply the rules and regulations for radiation safety; detect any radiation hazards; and maintain control in the event of a radiation accident.
- 19.0 Understand the function of equipment and utilize equipment to its full potential.
- 20.0 Demonstrate the use of all treatment accessories.
- 21.0 Construct immobilization and beam-directional devices and prepare brachytherapy molds.
- 22.0 Assist in the preparation of brachytherapy sources.
- 23.0 Assist the physicist in calibration of equipment and in treatment planning procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Radiation Therapy  
**CIP Number:** 1351090701  
**Program Length:** 77 credit hours  
**SOC Code(s):** 29-1124

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios

**Radiation Therapy: (12-23)**

- 12.0 Deliver a planned course of radiation therapy—The student will be able to:
- 12.01 Orient patient to the planned treatment procedure and give emotional support.
  - 12.02 Identify patient scheduled for treatment by arm band, photograph, or verbally and help patient onto and off the treatment table with the aid of assistants, when necessary, using proper body mechanics to avoid injury to patient or technologist.
  - 12.03 Position patient to reproduce set-up indicated in the treatment chart, using positioning aids and immobilization devices.
  - 12.04 Position treatment machine to reproduce set-up indicated by the approved treatment plan.
  - 12.05 Set appropriate controls on treatment machine console (e.g., modality, energy, monitor units, time) and activate machine to deliver prescribed treatment indicated on treatment plan.
  - 12.06 Discuss with physician any questions concerning patient's prescription.
- 13.0 Verify the mathematical accuracy of the prescription—The student will be able to:
- 13.01 Calculate the number of monitor units/exposure time for each treatment session to achieve the prescribed dose indicated by the physician, taking into account such factors as the energy of the beam, number of and orientation of the beam(s), SSD or SAD, depth of tumor, patient thickness, size and shape of portal, use of wedges, et cetera.
  - 13.02 Record factors used in the calculation of monitor units/exposure time onto treatment chart to allow checking of calculations for correctness.
  - 13.03 Recognize if proposed treatment plan appears to deliver inappropriate dose to critical structures in order to alert the physician.
- 14.0 Maintain daily records and document technical details of the treatment administered—The student will be able to:
- 14.01 Obtain and process verification radiographs for documentation of accuracy of field position.
  - 14.02 Set up preliminary treatment field and take a radiograph with the field marked by collimator wires, solder wire, or lead ladders taped to the patient's skin.
  - 14.03 Record information on treatment chart, describing the conditions used in the simulation, to aid in their reproduction (e.g., patient position, technique and positioning devices) on the treatment machine.
- 15.0 Observe the clinical progress of the patient undergoing radiation therapy; recognize the first signs of any complication; and determine when treatment should be withheld until a physician may be consulted—The student will be able to:
- 15.01 When requested, measure and record vital signs (blood pressure, respiratory rate, pulse rate and temperature).
  - 15.02 Schedule patient for blood studies and record result (e.g., platelets, WBC, PVC, [HCT]) on treatment chart to provide record of effects of radiation on patient during course of treatment, and report abnormal results to physician.



- 15.03 Observe and/or question patient regarding nutritional status offering dietary hints or referring patient to appropriate personnel for management.
- 15.04 Observe and question patient about any side effects or problems he/she may be experiencing, and notify physician.
- 16.0 Provide patient care and comfort essential to radiation therapy procedures—The student will be able to:
  - 16.01 Answer patient's questions regarding treatment related topics or refer to the physician when inappropriate for the therapist to answer.
  - 16.02 Maintain accessory medical equipment attached to patient (e.g., IVs, oxygen tanks) to avoid endangering the patient during the therapy procedure using knowledge of such hospital apparatus.
  - 16.03 Educate patient concerning proper skin care of treatment area(s).
  - 16.04 Clean, wash, disinfect and/or sterilize facility and equipment, and dispose of contaminated items in preparation for next patient.
- 17.0 Detect equipment malfunctions; report same to the proper authority, and know the safe limits of equipment operation—The student will be able to:
  - 17.01 Warm up treatment machines and/or simulators and check all safety and operation procedures according to manufacturer's operating manual for possible malfunction.
  - 17.02 Monitor console of treatment machine to spot any malfunctioning of equipment during treatment using indicators on machine, and take appropriate action when necessary to assure safety of patient and personnel.
  - 17.03 Maintain treatment machines and accessories to minimize necessary interruptions in treatment due to mechanical breakdown.
- 18.0 Apply the rules and regulations for radiation safety; detect any radiation hazards; and maintain control in the event of radiation accident—The student will be able to:
  - 18.01 Wear a monitoring device while on duty to obtain a personal record of radiation exposure over a period of time.
  - 18.02 Protect workers and others in the area from radiation exposure by closing door to treatment room to activate interlock.
  - 18.03 Monitor patient visually (directly or indirectly) and by intercommunication system to insure patient's safety and accuracy of treatment.
  - 18.04 Implement appropriate The Joint Commission patient safety goals.
- 19.0 Understand the function of equipment and utilize equipment to its full potential—The student will be able to:
  - 19.01 Position patient on simulator table in proper orientation to the simulator using positioning aids and immobilization devices.
  - 19.02 Assist physician in localizing tumor volume and critical organs using radiographic techniques, with or without contrast media.
  - 19.03 Process films to produce finished radiographs and have physician approve treatment (field) area indicated in film.
- 20.0 Demonstrate the use of all treatment accessories—The student will be able to:

- 20.01 Assist physician with the physical examinations of patients (e.g., preparing patient, examination room, instruments).
  - 20.02 Assist physician in determining optimum fields to cover volume of interest utilizing knowledge of shape of field, gantry angle, blocks, et cetera.
  - 20.03 Take contours of body parts for use in treatment planning using methods or materials such a solder wire, pin device, pantograph, CT, et cetera.
- 21.0 Construct immobilization and beam directional devices and prepare brachytherapy molds—The student will be able to:
- 21.01 When procedure requires, manufacture individualized immobilization devices to aid in the replication of the treatment set-up (e.g., bite blocks, molds, plaster shells).
  - 21.02 When appropriate, measure and record information necessary to fabricate blocks or accessories required for treatment.
  - 21.03 Prepare custom blocks for use in shaping treatment field by cutting lead blocks or using molten metal techniques.
- 22.0 Assist in the preparation of brachytherapy sources—The student will be able to:
- 22.01 Take placement radiographs of implants to be used in dose calculation and placement verification according to protocol.
  - 22.02 Assist with measurement and recording of the necessary parameters for calculation of the dose to be delivered.
  - 22.03 Assist with brachytherapy using knowledge of radionuclides employed and interstitial and intracavitary applications as integrated into the patient treatment plan.
- 23.0 Assist the physicist in calibration of equipment and in treatment planning procedures—The student will be able to:
- 23.01 Check dose rate by measuring radiation dose reading at standard distance and standard conditions,, and then compare with proper standard using appropriate radiation measuring devices (e.g., Victoreen Timble Chamber).
  - 23.02 Perform light field test on treatment machine to check alignment of collimator light and cross hairs with treatment beam by setting a standard field size, exposing a radiograph and physically measuring the field size recorded on the radiograph.
  - 23.03 Check rotation by setting gantry so it goes through complete arc.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**        **Respiratory Care**  
**Career Cluster:**     **Health Science**

AS	
CIP Number	1351090800
Program Type	College Credit
Standard Length	76 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-1126 Respiratory Therapists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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.

This program trains students for the occupation of Respiratory Therapist (SOC Code 29-1126) or to provide supplemental training for persons previously or currently employed in these occupations. The respiratory therapist specializes in the application of scientific knowledge and theory to practical, clinical problems of respiratory care.

The content includes but is not limited to quality control of all units, intermittent positive pressure breathing (IPPB); humidity/aerosol therapy; medical gas administration; broncho-pulmonary drainage; mechanical ventilation; airway management; emergency care; pulmonary function testing; cardiopulmonary rehabilitation; measurement and reporting of cardiopulmonary sampling, infection control; cardiopulmonary drug administration, physiologic monitoring, and special advanced procedures.

### **Program Structure**

This program is a planned sequence of instruction consisting of 76 credit hours.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The respiratory therapist may be required to exercise considerable independent, clinical judgment in the respiratory care of patients under the direct or indirect supervision of a physician. Further, the therapist is capable of serving as a technical resource person to the physician with regard to current practices in respiratory care, and to the hospital staff as to effective and safe methods for administering respiratory therapy.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 76 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Select, review, obtain, and interpret patient data.
- 13.0 Select, assemble, and check equipment for proper function, operation, and cleanliness.
- 14.0 Initiate, conduct and modify prescribed therapeutic procedures.
- 15.0 Maintain records and communications.
- 16.0 Demonstrate knowledge of employment requirements as a Respiratory Care Professional.
- 17.0 Adapt appropriate respiratory care procedures to the home care environment.
- 18.0 Perform advanced respiratory care procedures.
- 19.0 Administer cardiopulmonary drugs.
- 20.0 Assist the physician with special respiratory therapy procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:**        **Respiratory Care**  
**CIP Number:**        **1351090800**  
**Program Length:**   **76 credit hours**  
**SOC Code(s):**        **29-1126**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:



- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Respiratory Care: (12-21) Graduates are eligible to take the NBRC (National Board of Respiratory Care) examination(s) and become licensed with the State of Florida Department of Health, Division of Quality Assurance.**

12.0 Select, review, obtain and interpret data—The student will be able to:

- 12.01 Review existing data in patient record, and recommend diagnostic procedures based on all available patient information.
  - 12.01.01 Review existing data in patient record.
  - 12.01.02 Recommend procedures to obtain additional data.
- 12.02 Collect and evaluate additional pertinent clinical information.
  - 12.02.01 Assess the patients overall cardiopulmonary status by inspection, percussion, palpation and auscultation.
- 12.03 Perform procedures and interpret results.
  - 12.03.01 Perform and/or interpret results of bedside procedures.
- 12.04 Determine the appropriateness of the prescribed respiratory care plan, recommend modifications where indicated, and participate in the development of the respiratory care plan.
  - 12.04.01 Review planned therapy to establish therapeutic goals.
  - 12.04.02 Determine appropriateness of prescribed therapy and goals for identified pathophysiological state.
  - 12.04.03 Recommend changes in therapeutic plan (based on data) if indicated.
  - 12.04.04 Participate in development of respiratory care plan.

13.0 Select, assemble, and check equipment for proper function, operation and cleanliness—The student will be able to:

- 13.01 Select and obtain equipment, and assure cleanliness of equipment appropriate to the respiratory care plan which includes the following:
  - 13.01.01 Oxygen administration devices.
  - 13.01.02 Humidifiers.
  - 13.01.03 Aerosol generators.
  - 13.01.04 Ventilators.
  - 13.01.05 Artificial airways.
  - 13.01.06 Suctioning devices.
  - 13.01.07 Gas delivery, metering, and clinical analyzing devices.
  - 13.01.08 Manometers and gauges.
  - 13.01.09 Resuscitation devices.
  - 13.01.10 Hyperinflation/lung expansion devices.
  - 13.01.11 Patient breathing circuits.
  - 13.01.12 Percussors and vibrators.
  - 13.01.13 Environmental devices - aerosol (mist) tents.
  - 13.01.14 Metered dose inhalers (MDI) and spacers.
  - 13.01.15 Dry powder inhalers (PDI).
  - 13.01.16 Assure selected equipment cleanliness.
  - 13.01.17 Airway Clearance devices.
- 13.02 Assemble, check for proper function, identify malfunctions of equipment, and take action to correct malfunctions of equipment which includes the following:
  - 13.02.01 Oxygen administration devices.
  - 13.02.02 Humidifiers.
  - 13.02.03 Aerosol generators.

- 13.02.04 Resuscitation devices.
- 13.02.05 Ventilators.
- 13.02.06 Artificial airways.
- 13.02.07 Gas delivery, metering and clinical analyzing devices.
- 13.02.08 Suctioning devices.
- 13.02.09 Patient breathing circuits.
- 13.02.10 Hyperinflation/lung expansion devices.
- 13.02.11 Environmental devices - aerosol (mist) tents.
- 13.02.12 Percussors and vibrators.
- 13.02.13 Metered dose inhalers (MDI) and spacers.
- 13.02.14 Dry Powder inhalers (PDI).
- 13.02.15 Manometers and gauges.
- 13.02.16 Airway clearance devices.

14.0 Initiate, conduct, and modify prescribed therapeutic procedures—The student will be able to:

- 14.01 Explain planned therapy and goals to patients; maintain records and communication; and protect patient from nosocomial infection.
  - 14.01.01 Explain planned therapy and goals to patient in understandable terms to achieve optimal therapeutic outcome.
  - 14.01.02 Maintain records and communication.
  - 14.01.03 Protect patient from nosocomial infection by adherence to infection control policies and procedures (standard precautions, blood and body fluid precautions, etc.).
- 14.02 Conduct therapeutic procedures to achieve maintenance of patent airway, including the care of artificial airways; and to achieve removal of bronchopulmonary secretions.
  - 14.02.01 Achieve maintenance of patient airway.
  - 14.02.02 Achieve removal of bronchopulmonary secretions.
- 14.03 Conduct therapeutic procedures to achieve adequate spontaneous and artificial ventilation.
  - 14.03.01 Instruct in proper breathing techniques.
  - 14.03.02 Encourage deep breathing.
  - 14.03.03 Instruct and monitor techniques of Hyperinflation/lung expansion.
  - 14.03.04 Instruct and monitor techniques of airway clearance
  - 14.03.05 Administer prescribed aerosolized medications.
  - 14.03.06 Select appropriate ventilator.
  - 14.03.07 Select appropriate initial and subsequent settings for mechanical ventilation; including but not limited, to oxygen concentration, tidal volume, rate and/or minute ventilation.
  - 14.03.08 Institute and modify discontinuation procedures.
  - 14.03.09 Initiate and adjust continuous mechanical ventilation when settings are specified.
  - 14.03.10 Initiate and adjust appropriate ventilator modes based on patient response and data.
- 14.04 Conduct therapeutic procedures to achieve adequate arterial and tissue oxygenation.
  - 14.04.01 Position patient to minimize hypoxia.
  - 14.04.02 Administer oxygen (on or off ventilator).

- 14.04.03 Prevent procedure-associated hypoxia (e.g. oxygenated before and after suctioning and equipment change, etc.).
- 14.04.04 Initiate and adjust CPAP/PEEP therapy.
- 14.05 Evaluate and monitor patient's response to respiratory care.
  - 14.05.01 Measure and record vital signs.
  - 14.05.02 Monitor cardiac rhythm.
  - 14.05.03 Monitor pulse oximetry.
  - 14.05.04 Auscultate chest and record changes.
  - 14.05.05 Observe changes in sputum production and consistency.
  - 14.05.06 Note patient's subjective response to therapy.
  - 14.05.07 Measure FIO<sub>2</sub> and or liter flow.
  - 14.05.08 Perform bedside spirometry.
  - 14.05.09 Perform arterial puncture.
  - 14.05.10 Interpret results of arterial blood gas analysis.
  - 14.05.11 Adjust and check alarm systems.
  - 14.05.12 Note patient's response to mechanical ventilation.
  - 14.05.13 Measure appropriate mechanical ventilation parameters.
  - 14.05.14 Monitor endotracheal or tracheostomy tube cuff pressure.
- 14.06 Make necessary modifications in therapeutic procedures and recommend respiratory care plan modifications based on patient response.
  - 14.06.01 Terminate treatment based on patient's adverse reaction to therapy being administered.
  - 14.06.02 Modify bronchial hygiene.
  - 14.06.03 Modify management of artificial airways.
  - 14.06.04 Modify Hyperinflation/lung expansion devices.
  - 14.06.05 Modify aerosol therapy.
  - 14.06.06 Modify oxygen therapy.
  - 14.06.07 Modify suctioning.
  - 14.06.08 Modify mechanical ventilation.
  - 14.06.09 Recommend modifications in the respiratory care plan based on the patient's response.
- 14.07 Initiate, conduct, or modify respiratory care techniques in an emergency setting as prescribed by the American Heart Association BLS guidelines ([www.heart.org](http://www.heart.org)).
- 15.0 Maintain records and communications—The student will be able to:
  - 15.01 Use computer system to access and input patient data, when appropriate.
  - 15.02 Chart on medical record; record therapy and results using conventional terminology as required by hospital policy and regulatory agencies.
  - 15.03 Be familiar with and use departmental policy and procedure manual; actively participate in recommending updates.
  - 15.04 Consistently display a professional and positive attitude in all communications.
  - 15.05 Display respect for patients regardless of ethnicity, religion, color, creed, gender, sexual orientation, age, or diagnosis.
  - 15.06 Maintain confidentiality of all patient records and information.
- 16.0 Demonstrate knowledge of employment requirements as a respiratory care professional—The student will be able to:
  - 16.01 Identify state licensure and continuing education requirements.

- 16.02 Discuss the Respiratory Care Act.
  - 16.03 List the minimum competency requirements to practice in the state.
  - 16.04 Implement appropriate The Joint Commission patient safety goals.
- 17.0 Adapt appropriate respiratory care procedures to the home care environment–The student will be able to:
- 17.01 Provide for oxygen administration, aerosol and bronchial hygiene therapy and hyperinflation/lung expansion therapy in the home.
  - 17.02 Arrange for life support and monitoring (i.e. mechanical ventilation, apnea monitoring, nasal CPAP) in the home.
  - 17.03 Instruct patient, family and other healthcare workers on the appropriate use, operation, cleaning and maintenance of respiratory care equipment.
  - 17.04 Perform patient monitoring and assessment in the home.
  - 17.05 Recognize and report symptoms of abuse and neglect.
- 18.0 Perform advanced respiratory care procedures–The student will be able to:
- 18.01 Assume primary clinical responsibility for all respiratory care modalities.
  - 18.02 Check physicians orders or consult with physician.
  - 18.03 Design and implement respiratory care plan as appropriate.
  - 18.04 Perform pulmonary artery sampling.
  - 18.05 Perform cardiac output procedures.
  - 18.06 Perform arterial line set up and monitoring.
  - 18.07 Perform non invasive monitoring techniques as appropriate.
  - 18.08 Perform pulseoximetry monitoring.
  - 18.09 Perform various advanced procedures, based on local practice.
  - 18.10 Remove, clean and/or replace inner cannula tube and/or replace tracheostomy tube, as ordered.
  - 18.11 Perform various mathematical computations dealing with cardiopulmonary assessment.
  - 18.12 Perform intubation.
  - 18.13 Initiate infant mechanical ventilation with appropriate ventilator and parameter including CPAP and PEEP.
  - 18.14 Monitor return to normal physiology; reestablish ventilation if necessary.
  - 18.15 Monitor return to normal physiology, reintubate if necessary.
- 19.0 Administer cardiopulmonary drugs–The student will be able to:
- 19.01 Demonstrate knowledge of drug classifications, actions and uses, route of administration and usual adult doses, mathematics needed to calculate divided or children’s dosage, contraindications, drug interactions, adverse reactions, how supplied, mixing instructions, storage, laboratory test interferences.
  - 19.02 Recognize the critical importance of this activity and follow directions.
  - 19.03 Verify physicians orders.
  - 19.04 Prepare medication for administration.
  - 19.05 Identify patient, introduce self.
  - 19.06 Administer drug.
  - 19.07 Monitor Patient response to drug administration.
  - 19.08 Document administering of drug in all appropriate records.
  - 19.09 Recognize the symptoms of drug idiosyncracies.

- 19.10 Identify adverse drug reactions and take appropriate action.
- 19.11 Recognize anaphylactic shock.

20.0 Assist the physician with special respiratory therapy procedures—The student will be able to:

- 20.01 Assist with insertion and maintenance of an umbilical arterial and/or venous catheter.
- 20.02 Assist with bronchoscopy, chest tubes, and cardiac catheterizations.
- 20.03 Assist with pulmonary artery catheterization and other invasive monitoring.
- 20.04 Assist with thoracentesis, chest tube insertion, tracheostomy, intubation and cardioversion.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Surgical First Assisting  
**Career Cluster:** Health Science

AS	
CIP Number	1351090900
Program Type	College Credit
Standard Length	74 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2055 Surgical Technologists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for employment as a Surgical First Assistant Expanded Function (Surgical technologists is SOC 29-2055). The program should meet the requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

The content includes, but is not limited to, communication and interpersonal skills, legal and ethical responsibilities, anatomy, physiology, pathophysiology, microbiology, aseptic techniques, patient care procedures, surgical procedures, patient safety, use and care of equipment and supplies, CPR, Heartsaver, employability skills, basic computer literacy and surgical first assistant skills such as preoperative duties, aid in exposure, hemostasis, closure, intraoperative technical functions, and postoperative duties under the direction and supervision of the surgeon. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of 74 hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

The Human Patient Simulator (HPS) or other accepted simulation scenarios may be used for a limited number of clinical hours. A low teacher-student ratio in the lab and clinical area is strongly recommended. The recommended maximum ratio is 1:8.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health

The Surgical First Assistant Core Curriculum should be taught by qualified staff as outlined in the most recent approved Commission on Accreditation on Allied Health Education programs (CAAHEP) accreditation standards and guidelines.

Entering students who have successfully complete the program 0317.021100, Surgical Technology or currently Nationally Certified as a CST (Certified Surgical Technologist), should be given appropriate advanced standing.

After successful completion of a Commission on Accreditation on Allied Health Education programs (CAAHEP) accredited surgical first assistant program, students are eligible to take the National Board of Surgical Technology and Surgical Assisting First Assistant exam as approved.

The standard length for the AS degree program is 74 college credits.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.



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

Health Occupations Students of America, Inc is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following ATD program has been approved by the Florida State Board of Education for statewide articulation credit into this degree program

Surgical First Assisting-ATD (0351090901/0351090902) – Credits being determined by the Articulation Coordinating Committee (ACC)

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 74 credit hours according to Rule 6A-14.030, F.A.C.

## **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for

entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Central Sterile Processing Technology-CCC (0351090903): 24 credits

Surgical Technology-CCC (0351090904): 53 credits

Standards for the above certificate programs are contained in separate curriculum frameworks.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate Central Supply Skills.
- 13.0 Demonstrate Competencies in the Core Components of the Surgical First Assistant - Communication And Interpersonal Skills.
- 14.0 Demonstrate an understanding of the basic sciences related to Surgical First Assisting.
- 15.0 Describe and practice safety measures in the surgical environment.
- 16.0 Perform patient care procedures related to the surgical environment and describe methods for meeting patients' needs.
- 17.0 Demonstrate knowledge of the basic surgical skills necessary to function safely and effectively.
- 18.0 Demonstrate Competencies in the Core Components of the Surgical First Assistant - Knowledge and Skills.
- 19.0 Demonstrate Competencies in the Core Components of the Surgical First Assistant - Legal and Ethical Responsibilities.
- 20.0 Demonstrate Skills for Educational Methodologies and Strategies.
- 21.0 Demonstrate Skills Necessary for Marketing, Sales, and Educational Programs for Surgical Products.
- 22.0 Demonstrate Knowledge of Surgical Practice Setup and Management procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Surgical First Assisting  
**CIP Number:** 1351090900  
**Program Length:** 74 credit hours  
**SOC Code(s):** 29-2055

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.

- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Analyze elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
- 03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the “Patient’s Bill of Rights”.
  - 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a code of ethics consistent with the healthcare occupation.
  - 03.12 Identify and compare personal, professional, and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
  - 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:
- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices.
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain the basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures. – The student will be able to:
- 05.01 Recognize safe and unsafe working conditions and report safety hazards.

- 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions.
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.
  - 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.

- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills. – The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios

12.0 Demonstrate Central Supply Skills The student will be able to:

- 12.01 Apply the principles of medical/surgical asepsis
- 12.02 Apply infection control techniques following Center for Disease Control (CDC) guidelines.
- 12.03 Inspect equipment and supplies for condition quantity.
- 12.04 Identify principles and demonstrate techniques of disinfection and sterilization.
- 12.05 Identify/correct and/or report package integrity.
- 12.06 Decontaminate instruments equipment and environment.
- 12.07 Replenish supplies and equipment.
- 12.08 Identify instruments, equipment and supplies for any surgical procedure.
- 12.09 Demonstrate the ability to package goods and supplies as required.
- 12.10 Describe various supply distribution methods.
- 12.11 Demonstrate ability to label items correctly.
- 12.12 Discuss and use various inventory control systems.

Students completing intended outcomes 13-19 will meet the requirements of the Surgical First Assistant –ATD Program (SOC Code 29-2055). After successful completion of an approved program, students are eligible to take the Association of Surgical Technologists and Surgical Assistants National Certification Examination.

13.0 Demonstrate Competencies in the Core Components of the Surgical First Assistant - Communication And Interpersonal Skills -- The student will be able to:

- 13.01 Use various forms of communication in the role of Surgical First Assistant to communicate relevant, accurate and complete information in a concise and clear manner.
- 13.02 Collaborate with the patient, surgeon, and other members of the Healthcare team to assess, plan, implement, and evaluate the patient's surgical care to promote positive outcomes.
- 13.03 Demonstrate proper use of communication technology including but not limited to intercoms, computers, paging systems.
- 13.04 Demonstrate patient interviewing techniques.
- 13.05 Facilitate teamwork as a patient advocate and assistant to the surgeon.
- 13.06 Demonstrate competency regarding reporting and documentation responsibilities in the clinical setting.

14.0 Demonstrate An Understanding Of The Basic Sciences Related To Surgical First Assisting--The student will be able to:

- 14.01 Apply knowledge of the microbial environment to the surgical care of the patient.
- 14.02 Relate anatomy, physiology and pathophysiology, to surgical procedures.
- 14.03 Apply the principles of medical and surgical asepsis to surgery.
- 14.04 Discuss physics, electricity, computers, and robotics as they relate to surgery.
- 14.05 Apply knowledge of the pharmacologic agents used in the treatment of the surgical patient.

15.0 Describe And Practice Safety Measures In The Surgical Environment--The student will be able to:

- 15.01 Inspect emergency equipment and supplies for condition and quantity.
  - 15.02 Implement appropriate Joint Commission patient safety goals.
  - 15.03 Apply knowledge of surgical hazards to safe patient care.
- 16.0 Perform Patient Care Procedures Related To The Surgical Environment And Describe Methods For Meeting Patient's Needs--The student will be able to:
- 16.01 Perform safe patient transfer/transportation techniques used in the perioperative setting.
  - 16.02 Apply the principles of safe positioning and restraining patient for surgery.
  - 16.03 Apply the principles of safe usage of the electrosurgical unit, laser, endoscopes, and other equipment utilized during the perioperative period.
  - 16.04 Identify the roles of the members of the surgical team during each phase of surgery.
  - 16.05 Assist surgeon with the perioperative care of the surgical patient.
  - 16.06 Apply the perioperative principles of preoperative patient assessment and preparation, techniques and methods of anesthesia related to the type of surgical procedure and principles of postoperative anesthetic management
  - 16.07 Apply knowledge of wound management techniques, including suturing techniques in the operating room, perioperative care of special needs patients, and perioperative assessment of the skin.
- 17.0 Demonstrate Knowledge Of The Basic Surgical Skills Necessary To Function Safely And Effectively--The student will be able to:
- 17.01 Demonstrate an understanding of the disease processes and the relationship of the processes to the specific types of pathologies according to body systems.
  - 17.02 Select instruments, equipment and supplies for surgical procedures using surgeon preference/procedure cards.
  - 17.03 Measure and pour sterile solutions.
  - 17.04 Perform surgical scrub.
  - 17.05 Put on sterile gown and gloves.
  - 17.06 Drape tables and solution stands.
  - 17.07 Set up sterile mayo stand and instrument table.
  - 17.08 Prepare sutures, ligatures, ties.
  - 17.09 Assist surgeon in gowning and gloving.
  - 17.10 Assist in draping patient, pass instruments, monitor field.
  - 17.11 Identify/correct and/or report breaks in aseptic technique.
  - 17.12 Monitor body fluids, e.g. blood loss, ascites.
  - 17.13 Assist in ensuring the prevention of foreign body retention including completing counts with R.N..
  - 17.14 Identify principles and demonstrate techniques of disinfection and sterilization.
  - 17.15 Assist in removing/applying cast.
  - 17.16 Decontaminate instruments equipment and environment.
  - 17.17 Prepare and/or update procedure cards.
  - 17.18 Apply electrical knowledge to safe patient care practices in surgery.

### **Surgical First Assistant Advanced Skills**



18.0 Demonstrate Competencies In The Core Components of the Surgical First Assistant - Knowledge and Skills -- The student will be able to:

- 18.01 Prioritize care or actions to be taken in a given circumstance to expedite the operative procedure or emergency situation.
- 18.02 Describe preoperative diagnosis, common complications, operative pathophysiology and postoperative care related to the specific surgical procedures performed.
- 18.03 Analyze and relate common patient diagnostic and monitoring results to the surgeon as applicable to the surgical specialty.
- 18.04 Assist surgeon and/or healthcare team with preoperative preparation of the patient to facilitate proper patient care including but not limited to positioning, draping, and sterile setup preparation.
- 18.05 Demonstrate and describe types of incisions.
- 18.06 Identify types of tissue, organs, and gross anatomical structures correctly during surgical procedures.
- 18.07 Demonstrate appropriate tissue handling techniques including the care of the surgical specimens.
- 18.08 Provide appropriate exposure and visualization of the operative field for the surgeon.
- 18.09 Describe the appropriate sequence for common surgical procedures.
- 18.10 Utilize appropriate techniques to assist with hemostasis.
- 18.11 Demonstrate appropriate safe surgical techniques when the case involves either thermal, radiological, laparoscopic, environmental, or other known surgical hazard.
- 18.12 Participate in volume replacement or autotransfusion techniques as appropriate.
- 18.13 Select appropriate instruments and supplies for the type of tissue.
- 18.14 Demonstrate competence with technology, the use of instruments, equipment and supplies for the surgical procedure.
- 18.15 Uses surgical instruments skillfully in ways consistent with their design and purpose.
- 18.16 Utilize appropriate techniques to assist with the closure of body planes.
- 18.17 Select and apply appropriate wound dressings.
- 18.18 Assist surgeon in securing drainage systems to tissue.
- 18.19 Evaluate patient and report appropriately any abnormal condition found postop related to positioning.
- 18.20 Assist surgeon with postoperative care of the patient to facilitate proper patient care.
- 18.21 Demonstrate appropriate response to emergency situations including respiratory/cardiac arrest situations, sudden hypoxia, hemorrhage, shock, surgical misadventures, contamination, perforation of viscous or cavity, critical equipment failure, and exposure, retraction and compression injuries.
- 18.22 Facilitate the continuity of care within and across the healthcare settings to access available resources and services.

19.0 Demonstrate Competencies In The Core Components Of The Surgical First Assistant - Legal And Ethical Responsibilities --The student will be able to:

- 19.01 State methods, standards and aids that assist a surgical first assistant with interpreting and following legal responsibilities.

- 19.02 Describe the importance of maintaining credentials and following the appropriate credentialing policy in accordance with hospital policy and appropriate laws and regulations.
- 19.03 Explain the job requirements.
- 19.04 Demonstrate an understanding of the legal, ethical, moral, and professional responsibilities of working as a surgical assistant, and the professional skills necessary to fulfill the role.
- 19.05 Provide health care within the ethical/legal framework of the job description including role responsibilities and limitations.

**Students completing one of the Specialty Options competencies (20-22) identified below meet the requirements for the AS option for Surgical First Assistant.**

Specialty Option 1: Education

- 20.0 Demonstrate Skills for educational methodologies and Strategies: The Student will be able to:
  - 20.01 Develop and implement policies and operational procedures that meet the Association of Surgical Technologists and Surgical Assistants accreditation standards for Surgical First Assistant Programs.
  - 20.02 Identify and describe educational theory and methodology as they relate to Allied Surgical First Assistant Education.
  - 20.03 Establish liaison with appropriate accrediting organizations, community partners, and educational institutions.

Specialty Option 2: Product Marketing, Sales, and Educational Programs

- 21.0 Demonstrate Skills Necessary for Marketing, Sales, and Educational Programs for Surgical Products. The student will be able to:
  - 21.01 Establish educational programs relating value and effectiveness of surgical products.
  - 21.02 Apply economic principles for product marketing, distribution and sales.
  - 21.03 Demonstrate effective product evaluation and comparison
  - 21.04 Identify appropriate consumer populations.

Specialty Option 3: Surgical Practice Management

- 22.0 Demonstrate Knowledge of Surgical Practice Setup and Management procedures. The student will be able to:
  - 22.01 Establish policies and procedures for surgical first assistant procedures and billing.
  - 22.02 Identify the roles and responsibilities of all employees.
  - 22.03 Implement policies and procedures for establishing effective management of a surgical practice.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Diagnostic Medical Sonography Technology  
**Career Cluster:** Health Science

AS	
CIP Number	1351091000
Program Type	College Credit
Standard Length	72 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2032 Diagnostic Medical Sonographers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for employment as diagnostic medical sonographers SOC Code 29-2032 (Diagnostic Medical Sonographers) or to provide supplemental training for persons previously or currently employed in this occupation.

The content includes but is not limited to anatomy, physiology and pathology of the abdominal, pelvic, and urogenital structures; physics; instrumentation; equipment standards; biological effect of ultrasound; patient care; clinical medicine; applications and limitations of ultra- sound; related diagnostic procedures; image evaluation; administration; first aid and cardiopulmonary resuscitation; employability skills; leadership and human relations skills; health and safety.

### **Program Structure**

This program is a planned sequence of instruction consisting of 72 credit hours.

## Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## Special Notes

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program should meet the requirements of:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
361 Park St.  
Clearwater, FL 33756  
(727) 210-2350  
[www.caahep.org](http://www.caahep.org)

Written clinical affiliation agreements must be maintained with each health care facility. Health care facilities must be accredited by The Joint Commission.

Students completing this program may apply to take one or both of the national registry examinations to obtain certification, for further information contact:

American Registry of Diagnostic  
Medical Sonographers (ARDMS)  
51 Monroe St., Plaza East 1  
Rockville, Maryland 20850-2400  
(301) 738-8401  
[www.ardms.org](http://www.ardms.org)

Or

American Registry of Radiologic Technologists (ARRT)  
1255 Northland Drive  
St. Paul, MN 55120-1155  
(612) 687-0048  
[www.arrt.org](http://www.arrt.org)

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care

Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 72 credit hours according to Rule 6A-14.030, F.A.C.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Diagnostic Medical Sonography Specialist (0351091001) – 42 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate an awareness of the uses of ultrasound imaging, types of presentations, orientation, and relationships to other imaging modalities.
- 13.0 Demonstrate an awareness of the basic principles of ultrasound physics, emphasizing practical relationships of physics to proper diagnosis.
- 14.0 Demonstrate an awareness of ultrasound physics by exploring the various aspects of the field through individual experimentation.
- 15.0 Apply knowledge of the anatomy and scanning techniques related to the upper abdominal organs and systems.
- 16.0 Demonstrate an awareness of the basic principles of instrumentation common to the field of ultrasound.
- 17.0 Apply knowledge gained in instrumentation lecture and work with actual ultrasound scanners similar to those found in local hospitals.
- 18.0 Demonstrate awareness of knowledge of anatomy, pathology, and scanning techniques used in modern sonography for obstetrics and gynecology.
- 19.0 Apply knowledge of anatomy, pathology, and scanning techniques used in modern sonography for obstetrics and gynecology.
- 20.0 Demonstrate awareness of knowledge of anatomy, pathology, and scanning techniques used in modern sonography of the genitourinary system.
- 21.0 Develop a continuous awareness of the disease process.
- 22.0 Apply accumulated knowledge to the process of creating diagnostic sonograms.
- 23.0 Apply skills needed to complete diagnostic images of high quality from a variety of scanning units.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Diagnostic Medical Sonography Technology  
**CIP Number:** 1351091000  
**Program Length:** 72 credit hours  
**SOC Code(s):** 29-2032

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat the intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.



05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Diagnostic Medical Sonography Technology: The intended outcomes (12-23) complete the occupational completion point of Diagnostic Medical Sonography Technology.**

- 12.0 Demonstrate an awareness of the uses of ultrasound imaging, types of presentations, orientation, and relationships to other imaging modalities—The student will be able to:
- 12.01 Describe the relationship of ultrasound to other imaging fields.
  - 12.02 Explain the role of the sonographer.
  - 12.03 Describe and explain the proper uses of orientation and standard labeling of ultrasound images.
  - 12.04 Describe/Explain protocol for a sonogram from the time the exam is ordered to the time your patient is ready to be scanned.
  - 12.05 Explain the basic concepts of ultrasound equipment available and demonstrate safety in their use and basic techniques of scanning.
  - 12.06 Explain and use the criteria for image evaluation and specifically of special sonographic parameters.
  - 12.07 Describe special problems encountered and methods to improve medical ethics in sonography.
  - 12.08 Describe the organizational structure common to most hospitals with special emphasis placed on the role of the ultrasound department.
  - 12.09 Describe the relationship of the sonographer to the patients and their special needs.
- 13.0 Demonstrate an awareness of the basic principles of ultrasound physics, emphasizing practical relationships of physics to proper diagnosis—The student will be able to:
- 13.01 Explain what sound is and its characteristics.
  - 13.02 Compare the difference between pulsed and continuous wave sound.
  - 13.03 Explain amplitude and intensity of sound as it applies to the field of ultrasound.
  - 13.04 Describe the causes and effects of attenuation and acoustic impedance on ultrasound.
  - 13.05 Identify the causes and effects of incidence, scattering and refraction of ultrasound.
  - 13.06 Explain the Doppler effect and its use in medicine.
  - 13.07 Describe the factors of attenuation versus depth penetration of ultrasound in human tissue.
  - 13.08 Identify resolution and controlling factors of resolution as applied to the field of ultrasound.
- 14.0 Demonstrate an awareness of ultrasound physics by exploring the various aspects of the field through individual experimentation—The student will be able to:
- 14.01 Discuss and demonstrate the basic principles governing sound and sound interaction in various types of tissue.
  - 14.02 Describe and demonstrate the conditions affecting sound transmission such as the attenuation factors.
  - 14.03 Relate mathematical formulas to the action of sound at interfaces of various qualities.
  - 14.04 Describe resolution and its effect on the final image.
  - 14.05 Describe and demonstrate the factors that control and determine both axial, elevational and lateral resolution.

- 15.0 Apply knowledge of the anatomy and scanning techniques related to the upper abdominal organs and systems–The student will be able to:
- 15.01 Draw and label the gross upper abdominal organs in both longitudinal and transverse dimensions.
  - 15.02 Identify the gross upper abdominal anatomy as demonstrated by sonography, and common anatomic drawings.
  - 15.03 Explain the physiology of the upper abdominal organs and the related lab examinations.
  - 15.04 Explain the normal preparations for the sonographic demonstration of the upper abdominal organs.
  - 15.05 Explain the protocol for (actual) scanning sonographically the upper abdominal organs.
  - 15.06 Explain the common pathology related to the upper abdomen and correlate with special scanning techniques.
  - 15.07 Demonstrate the normal anatomy of the upper abdomen with a real-time device.
  - 15.08 Explain the various types of equipment and their selection in performing an ultrasound exam.
  - 15.09 Explain and use the various techniques of instrumentation required to create a diagnostic sonogram.
  - 15.10 Explain and use the methods of patient preparation and care before and during a sonogram.
  - 15.11 Present a sonographic exam in completed form.
  - 15.12 Perform a complete ultrasound examination of the upper abdomen with little if any assistance (from patient preparation to final reading).
  - 15.13 Demonstrate skills to develop and maintain the special relationship of the sonographer to the patient and to other persons in medicine.
  - 15.14 Demonstrate laboratory safety techniques as related to sonographic imaging units in the patient examination situation.
  - 15.15 Use basic techniques for orientation and labeling of sonographic images.
  - 15.16 Describe the preparations and over-all procedures for a typical ultrasound examination of the upper abdomen.
  - 15.17 Identify gross abdominal structures as demonstrated by ultrasound such as the liver, gall bladder, aorta, inferior vena cava, stomach, pancreas, bowel and spleen.
- 16.0 Demonstrate an awareness of the basic principles of instrumentation common to the field of ultrasound–The student will be able to:
- 16.01 Describe piezoelectric effects.
  - 16.02 Describe both static and real-time transducer construction.
  - 16.03 Discuss historical perspective of scanner development.
  - 16.04 Explain and describe signal processing how it effects image presentations.
  - 16.05 Discuss basic unit construction in the form of block diagrams static, real-time and Doppler.
  - 16.06 Describe the purpose and use of typical controls located on static, real-time and Doppler ultrasound scanners.
  - 16.07 Identify methods of determining and assuring quality control both sonographically and photographically.

- 16.08 Demonstrate communication skills required on a daily basis in the typical sonography setting.
- 16.09 Discuss causes, detection and control of factors that may create biologic effects in human tissue with insonation at the diagnostic medical exposure level.
- 17.0 Apply knowledge gained in instrumentation lecture and work with actual ultrasound scanners similar to those found in local hospital—The student will be able to:
  - 17.01 Develop and use patient information systems and impressions.
  - 17.02 Explain the various types of transducers available on the market, their construction and selection for sonographic imaging.
  - 17.03 Explain and use amplification in all its forms to produce a diagnostic quality sonogram.
  - 17.04 Explain and use power to produce a diagnostic quality sonogram.
  - 17.05 Explain and use the various forms of processing to produce a diagnostic quality sonogram.
  - 17.06 Explain and use the various types of scanning movements required to produce diagnostic quality sonograms.
  - 17.07 To explain and recognize typical artifacts as found in sonographic imaging and photography.
  - 17.08 Explain and use a test object.
  - 17.09 Quality assurance and equipment maintenance & testing
- 18.0 Demonstrate awareness of knowledge of anatomy, pathology and scanning techniques used in modern sonography for obstetrics—The student will be able to:
  - 18.01 Describe the basic stages of embryology and sonographic relationships.
  - 18.02 Describe events occurring in the first trimester and their relationship to ultrasound.
  - 18.03 Discuss anatomy, physiology and pathology of the various stages of fetal development as related to ultrasound.
  - 18.04 Discuss anatomy, physiology and pathology of the placenta at all stages of development.
  - 18.05 Describe methods for determining gestational and fetal growth by ultrasound and physical examination methods.
  - 18.06 Identify specific diseases common to the gestational period.
  - 18.07 Describe normal anatomy of the female pelvis and its relationship to ultrasound.
  - 18.08 Compare normal and abnormal states of embryology in the human as demonstrated by ultrasound.
  - 18.09 Explain the normal anatomy of the pregnant uterus and dating techniques of the fetus and placenta.
  - 18.10 Compare the normal and pathologic appearance of the fetus.
  - 18.11 Demonstrate special techniques of ultrasound scanning and collateral processes during pregnancy.
- 19.0 Apply knowledge of anatomy, pathology, and scanning techniques used in modern sonography of the pelvis—The student will be able to:
  - 19.01 Explain sonographic evaluation of the female pelvis in the pathologic state.
  - 19.02 Discuss anatomy, physiology and pathology of the female reproductive organs.

- 19.03 Describe the normal anatomy and scanning techniques used to demonstrate the female and male pelvis.
  - 19.04 Describe pathology common to the human pelvis and special techniques for demonstrating sonographically.
  - 19.05 Explain the process used to develop pelvic mass charts and their use.
- 20.0 Demonstrate awareness of knowledge of anatomy, pathology, and scanning techniques used in modern sonography of the genitourinary system—The student will be able to:
- 20.01 Identify anatomy of renals.
  - 20.02 Describe physiology of renals.
  - 20.03 Discuss pathology of renals.
  - 20.04 Explain scanning techniques of renals.
  - 20.05 Discuss anatomy, physiology, pathology and scanning techniques of adrenals.
  - 20.06 Discuss gross anatomy, pathology and scanning techniques of the ureters, urinary bladder, prostate, testicles.
  - 20.07 Compare the normal and pathologic anatomy of the human renal system to include adrenals.
  - 20.08 Describe the scanning techniques common to sonographic imaging of the renals and the adrenals.
- 21.0 Develop a continuous awareness of the disease processes—The student will be able to:
- 21.01 Discuss basic concepts of the causes of disease.
  - 21.02 Discuss common urogenital pathology.
  - 21.03 Discuss gastrointestinal diseases.
  - 21.04 Discuss common pathology found in obstetrics and gynecology.
  - 21.05 Discuss common pathology found in the cardiovascular system.
  - 21.06 Discuss common pathology found in hepatobiliary system to include: liver, gallbladder, pancreas and spleen.
- 22.0 Apply accumulated knowledge to the process of creating diagnostic sonograms—The student will be able to:
- 22.01 Complete in all aspects a diagnostic sonogram with emphasis on:
    - 22.01.01 patient identification
    - 22.01.02 patient interaction
    - 22.01.03 general attitude
    - 22.01.04 creation of sonogram
    - 22.01.05 safety
    - 22.01.06 recognition of anatomy, both normal and pathologic.
  - 22.02 Complete routine documentation associated with a typical ultrasound department.
- 23.0 Apply skills needed to complete diagnostic images of high quality from a variety of scanning units—The student will be able to:
- 23.01 Perform complete and diagnostic examinations of the abdomen, pelvis and obstetrical patient using real-time and/or static devices.
  - 23.02 Present completed examinations in detail with justification of all techniques, methods and procedures used to obtain data.

- 23.03 Identify gross pathology of the abdomen, pelvis and obstetrical patient, both on sonograms and related imaging modalities.
- 23.04 Perform all preliminary procedures leading to actual examination by sonography and all procedures necessary post examination.
- 23.05 Demonstrate skills needed to relate with tact and diplomacy with patients, physicians, nurses, other imaging personnel and the general hospital population.
- 23.06 Demonstrate those characteristics that reflect the high degree of professionalism associated with the field of ultrasound.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Physician Assistant  
**Career Cluster:** Health Science

AS	
CIP Number	1351091200
Program Type	College Credit
Standard Length	87 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-1071
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 content includes but is not limited to anatomy, physiology, microbiology, chemistry, physical diagnosis, pathophysiological basis of disease, electrocardiography/cardiology, pharmacology, pharmacotherapeutics, clinical diagnostic imaging, medical ethics/risk management, introduction to medicine, surgical problems and procedures, family medicine, internal medicine, pediatrics, obstetrics, emergency medicine and psychiatry.

### **Program Structure**

This program is a planned sequence of instruction consisting of 87 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these



occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program is designed to prepare students for employment as physician assistants SOC Code 29-1071 (Physician Assistants).

The program **must** meet the requirements of:

Accreditation Review Commission on Education for the Physician Assistant  
12000 Findley Road, Suite 240  
Duluth, GA 30097

Prerequisites: Students must have completed postsecondary education including successful completion of TOEFL and CPT, prior to being admitted to the Physician Assistant Program. A background in the medical field is strongly recommended in order to aid the student in this program. Upon successful completion of this program, the student will receive an associate degree in science for physician assistant. Students completing this program may apply to take the national certification examination:

National Commission on Certification of Physician Assistants Examination  
2845 Henderson Mill Road, NE  
Atlanta, GA 30341  
(770) 493-9100

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 87 credit hours according to Rule 6A-14.030, F.A.C.

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Recognize interdependent relationship with supervising physician.
- 13.0 Maintain competency.

- 14.0 Promote acceptance of the role
- 15.0 Promote preventive health care.
- 16.0 Demonstrate professional behavior.
- 17.0 Establish effective interpersonal relationships with patients, professionals, and others.
- 18.0 Establish health status data base.
- 19.0 Analyze health status data base to formulate management plan.
- 20.0 Formulate health management plan.
- 21.0 Implement health management plan.
- 22.0 Monitor health management plan.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Physician Assistant  
**CIP Numbers:** 1351091200 A.S.  
**Program Length:** 87 credit hours  
**SOC Code(s):** 29-1071

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.

- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.

- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures—The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills—The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.

- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

### **Physician Assistant (12-22)**

12.0 Recognize the interdependent relationship with supervising physician—The student will be able to:

- 12.01 Accept that the role of the physician assistant is limited by the: supervising physician, legislation and regulations, local circumstances, individual competencies, hospital regulations, patients, and other health professions.
- 12.02 Resist compromises in the practice of medicine when conflicting with professional ethics.
- 12.03 Express professional opinion on matters of patient care, even if different from supervising physician's opinion.
- 12.04 Express the limitations of the role when necessary to the supervising physician, other health professionals, and patient and family.

13.0 Maintain competency—The student will be able to:

- 13.01 Engage in period review of professional skills (self-assessment, etc.)
- 13.02 Devise and maintain program of formal and informal CME based upon recognized needs.
- 13.03 Acquire knowledge and skills essential to incorporating into practice proven new evaluation/treatment modalities.
- 13.04 Maintain an ongoing library of appropriate journals and books.
- 13.05 Maintain membership in professional organizations.
- 13.06 Obtain/maintain certification as a PA.
- 13.07 Critically review the current medical literature.

14.0 Promote acceptance of the role—The student will be able to:

- 14.01 Explain role by actions and words to others.
- 14.02 Display sensitivity to the partial overlapping and possible sharing of responsibilities with other health professionals.
- 14.03 Use formal and informal conflict resolution techniques including adjusting activities, fostering improved working relationships and helping behavior.
- 14.04 Transmit reference materials to relevant professionals concerning physician assistant functions and utilization.
- 14.05 Assess within the work group the behavior of individuals and group actions to facilitate problem solving or prevent problems from arising.
- 14.06 Know and implement strategies useful in gaining acceptance of the role within the community.
- 14.07 Give talks to groups interested in the PA concept.
- 14.08 Seek out or counsel prospective PA students.
- 14.09 Write articles for local newspaper about the PA concept.
- 14.10 Submit articles for publication.
- 14.11 Initiate contact with other physicians in the area to promote the PA concept.
- 14.12 Participate in community health programs.
- 14.13 Initiate change in routine protocol.



15.0 Promote preventive health care—The student will be able to:

- 15.01 Educate patient and family concerning health care measures, including periodic physical examinations, blood pressure screening, exercise and diet, daily dental hygiene and periodic checkups, regular vision checkups, screening for glaucoma, testicular self-exam, breast self-examination/Mammography, pap smear, warning signs of cancer, use of tobacco, alcohol, other drugs, use of seat belts and child restraints in cars, childhood and adult immunization, accident prevention, poisoning prevention, prevention of acquired infections (i.e., pneumonia's, STD's, hepatitis), prevention of common childhood conditions, safer sex methods, environmental hazards, occupational hazards, and prevention of family violence.
- 15.02 Perform screening examinations, including well baby checkups, periodic physical examinations, prenatal examinations, and chronic disease checkups (e.g., hypertension, diabetes, obesity, arthritis, etc.)
- 15.03 Provide sex education, including contraception, sexually transmitted diseases, including HIV, sexual dysfunctions, dyspareunia, vaginismus, safer sex methods, and sexuality in the physically impaired.
- 15.04 Provide counseling to patient and family concerning anxiety reaction, obsessive-compulsive neurosis, depression (non-psychotic), maladaptive disorders, marital, divorce, family relationship problems, adjustments to aging, social isolation, developmental problems of adolescence, behavior problems of children and adults, chronic illness/handicapping conditions, death and dying, psychosomatic illness, mental retardation, sexual problems (e.g., impotency, frigidity, dyspareunia), alcohol/drug abuse, acute/self-limiting illness, and terminal illness.
- 15.05 Review, recommend and/or distribute patient education materials e.g., health education pamphlets, books, films, slide shows, tapes, and the use of models, community health groups, and the use of other patients as resources.

16.0 Demonstrate professional behavior—The student will be able to:

- 16.01 Demonstrate attributes, such as empathy, objectivity, recognition of personal and professional limitations; stress coping mechanisms and confidence in professional identity.
- 16.02 Demonstrate attributes by showing respect for the feelings and attitudes of others, maintaining patient confidentiality, accepting personal and professional limitations by admitting to errors, accepting criticism, seeking continued intellectual growth, persisting in effecting constructive change and showing patience in dealing with the change process.

17.0 Establish effective interpersonal relationships with patients, professionals, and others—The student will be able to:

- 17.01 Adapt suitable interviewing style in order to enhance communication, elicit relevant biopsychosocial history, ascertain patient's understanding of historical data, decide on appropriate mode/procedures of presenting information, question patients in terms that are appropriate to their level of understanding, clarify clues to other history data, modify interviewing techniques where appropriate, solicit feedback concerning communication, provide feedback concerning

communication, and determine patient's understanding/acceptance of health problems.

- 17.02 Accept personal, cultural, and professional factors affecting health, accept patient's limitations in perceiving health status, accept patient's ability (inability) to comply with therapeutic programs, accept existing uncertainties in the management of personal health, accept and respect feelings and attitudes of others, and acknowledge limitations of community resources.
  - 17.03 Assist patient/family in handling/expressing feelings, regarding personal problems, illness/death, acceptance of patient's condition/progress, and the relationship of patient's psychological needs to physical condition.
  - 17.04 Recognize changes in patient's psychological state by observing patient's general appearance and behavior, mood changes, and identify factors influencing patient's psychological state.
  - 17.05 Maintain relationship with referred patient by explaining why referral is necessary, continuing to monitor referred patient's progress, providing information pertinent consultation/referral, and updating patient's record according to referral outcomes.
  - 17.06 Demonstrate concern of patient's privacy, modesty, anxieties during the examination by explaining procedures, draping patient appropriately, checking on patient's comfort, warming instruments, responding to patient's inquiries, reassuring patient during all interactions and using a chaperone.
  - 17.07 Transmit and record information by preparing patient summaries, including admission and discharge notes, writing accident/incident reports, writing problem oriented progress notes, preparing correspondence, recording immunizations on special records, performing careful telephone interviews, completing insurance forms, and writing problem lists.
- 18.0 Establish health status data base—The student will be able to:
- 18.01 Modify data gathering process to take into account sex of including problem-specific examination, follow-up versus initial the patient, the problem, age of the patient, physical condition of the patient, pathophysiology and problem of examination, insurance examination, compensation examination, school examination, sports examination and postpartum examination.
  - 18.02 Elicit pertinent medical and psychological history by eliciting chief complaint, obtaining history of present illness, obtaining past medical history, and reviewing body system.
  - 18.03 Perform complete or problem-specific physical examination as pertinent.
  - 18.04 Obtain information from screening and diagnostic tests as pertinent by ordering and/or performing screening and diagnostic tests, obtaining specimens, understanding the indications for and significance of abnormal results for screening and diagnostic tests ordered as outlined by American Academy of Physician Assistants.
  - 18.05 Record and transmit findings by summarizing pertinent aspects of history and physical examination and preparing patient summaries and progress notes.
- 19.0 Analyze health status data base to formulate management plan—The student will be able to:
- 19.01 Differentiate between normal and abnormal information contained in the data base and gather additional information as indicated by abnormal findings in the

adult and child history and physical examinations, newborn physical examinations, diagnostic tests and geriatric multi-disciplinary assessment.

19.02 Based on assessment of data base, establish, with physician consultation, a working diagnosis of common problems, including, but not limited to the diagnostic clusters as outlined by American Academy of Physician Assistants.

20.0 Formulate health management plan—The student will be able to:

20.01 Prioritize problems to be managed

20.02 Formulate a management plan for problems identified.

20.03 Devise plan to coordinate multiple treatment modalities.

20.04 Select therapeutic measures by considering patient's sociocultural environment, cost implications of decision on behalf of the patient and motivation of patient to comply with recommended treatment.

20.05 Select supportive services to be involved in patient care, to include the supervising physician, the patient's family, other health professionals and community resources and services.

20.06 Describe parameters of patient education relating to immediate problems, and others, such as: planning limitation of activities and planning scheduled follow-up.

20.07 Implement appropriate The Joint Commission patient safety goals.

21.0 Implement health management plan—The student will be able to:

21.01 Educate patient and family concerning immediate problem(s), follow-up to deferred problems, home care, pregnancy, childbirth and parenthood as outlined in American Academy of Physician Assistants.

21.02 Contact selected supportive services to be involved in patient care.

21.03 Provide information pertinent to consultative/referral.

21.04 Provide treatment of common problems by carrying out the management plan, including the initiating of the following medical therapies/procedures when indicated such as administer medications, all routes, perform musculoskeletal therapies, perform pulmonary therapies, eye, ear, nose and throat therapies, cardiovascular therapies, gastrointestinal therapies, genitourinary therapies, obstetrical/gynecological therapies, surgical procedures and initiate basic management for emergency situations as outlined by American Academy of Physician Assistants.

22.0 Monitor health management plan—The student will be able to:

22.01 Assess degree of patient compliance.

22.02 Assess progress toward desired result.

22.03 Determine economic impact of management plan.

22.04 Recognize undesirable effects of treatment plan.

22.05 Redirect patient efforts based upon results of treatment plan.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Laboratory Technology  
**Career Cluster:** Health Science

AS	
CIP Number	1351100405
Program Type	College Credit
Standard Length	76 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2011 Medical and Clinical Laboratory Technologists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as medical/clinical laboratory technologist SOC Code 29-2011 (medical clinical laboratory technologist) or medical laboratory technologists (associate degree) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes but is not limited to specific techniques and instruments, identification of factors directly affecting procedures and results, confirmation of results and monitoring quality control programs within pre-determined parameters, and correction of errors using pre-set standards. A clinical component is a necessary element of this program.

### **Program Structure**

This program is a planned sequence of instruction consisting of 76 credit hours.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Clinical learning experiences in a clinical laboratory and related areas are an integral part of this program. Clinical learning experiences should reflect the full breadth of responsibilities expected of a Medical Laboratory Technician and should include appropriate experience in each of the areas of the laboratory described herein. The specified length for each of the courses listed is inclusive of clinical experience for each of the respective laboratory sections.**

## **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following ATD programs have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Medical Clinical Laboratory Technician –ATD (0351100404/0351100401) - 40 credits

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 76 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate accepted professional, communication and interpersonal skills.
- 13.0 Discuss phlebotomy in relation to the health care setting.
- 14.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist.
- 15.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances.
- 16.0 Demonstrate skills and knowledge necessary to perform phlebotomy.
- 17.0 Practice infection control following universal (standard) precautions.
- 18.0 Practice accepted procedures of transporting, accessioning and processing specimens.
- 19.0 Practice quality assurance and safety.

- 20.0 Demonstrate basic knowledge of microbiology, perform clinical laboratory "WAIVED TESTS".
- 21.0 Demonstrate basic knowledge of urinalysis, perform clinical laboratory "WAIVED TESTS".
- 22.0 Demonstrate basic knowledge of clinical chemistry, perform clinical laboratory "WAIVED TESTS".
- 23.0 Demonstrate basic knowledge of hematology, perform clinical laboratory "WAIVED TESTS".
- 24.0 Discuss anatomy and physiology of the human body as it relates to the field of Medical Laboratory Technology.
- 25.0 Discuss the general responsibilities and functions encountered by a Medical Technician.
- 26.0 Apply quality assurance principles and safety protocols.
- 27.0 Demonstrate knowledge of the operation of computer systems.
- 28.0 Demonstrate knowledge of urinalysis and body fluids principles and procedures.
- 29.0 Demonstrate knowledge of hematological principles and procedures.
- 30.0 Demonstrate knowledge of hemostasis and related diagnostic principles and procedures.
- 31.0 Demonstrate knowledge of immunological/-principles and procedures.
- 32.0 Demonstrate knowledge of clinical chemistry principles and procedures.
- 33.0 Demonstrate knowledge of immunohematological principles and procedures.
- 34.0 Demonstrate knowledge of microbiological principles and procedures.
- 35.0 Demonstrate knowledge of selected laboratory operations.
- 36.0 Demonstrate knowledge of advanced hematological principles and procedures.
- 37.0 Demonstrate knowledge of advanced hemostasis testing.
- 38.0 Demonstrate knowledge of advanced microbiological principles and procedures.
- 39.0 Demonstrate knowledge of advanced clinical chemistry principles and procedures.
- 40.0 Demonstrate knowledge of advanced immunological procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Medical Laboratory Technology  
**CIP Number:** 1351100405  
**Program Length:** 76 credit hours  
**SOC Code(s):** 29-2011

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.



- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

- 05.0 Recognize and practice safety and security procedures—The student will be able to:
- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).
- 06.0 Recognize and respond to emergency situations—The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.
  - 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

## **Phlebotomy: (12-19)**

- 12.0 Demonstrate accepted professional, communication, and interpersonal skills–The student will be able to:
  - 12.01 Follow approved procedure for labeling of specimens.
  - 12.02 Demonstrate the appropriate professional behavior of a phlebotomist.
  - 12.03 Explain to the patient the procedure to be used in specimen collection.
  - 12.04 Explain in detail the importance of identifying patients correctly when drawing blood.
  
- 13.0 Discuss phlebotomy in relation to the health care setting–The student will be able to:
  - 13.01 List, classify and discuss various departments and services within the health care setting with which the phlebotomist must interact to obtain laboratory specimens from patients.
  - 13.02 Identify the major departments/sections within the clinical laboratory, the major types of procedures run in each department/section, and their specimen requirements.
  - 13.03 Describe roles of the major classifications of clinical laboratory personnel (i.e., pathologist, chief/administrative technologist, CLS, MT, phlebotomist, etc.).
  
- 14.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist–The student will be able to:
  - 14.01 Describe and define major body systems with emphasis on the circulatory system.
  - 14.02 List and describe the main superficial veins used in performing venipuncture.
  - 14.03 Identify appropriate sites for capillary/venipuncture and name/find the most desirable one(s).
  - 14.04 Describe the function of the following blood components: erythrocytes, thrombocytes, leukocytes, plasma, and serum.
  
- 15.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances–The student will be able to:
  - 15.01 Identify and discuss proper use of appropriate types of equipment needed to collect various clinical laboratory blood specimens by venipuncture.
  - 15.02 Explain the special precautions and types of equipment needed to collect blood from a neonate.
  - 15.03 Identify and discuss proper use of supplies used in collecting microspecimens.
  - 15.04 Identify and discuss the proper use of the various types of anticoagulants, preservatives and gels used in blood collection and the vacuum tube color-codes for these additives.
  - 15.05 Describe the types of patient's specimens that are analyzed in the clinical laboratory and the phlebotomist's role in collecting and/or transporting these specimens to the laboratory.
  - 15.06 Describe substances potentially encountered during phlebotomy which can interfere in analysis of blood constituents.
  - 15.07 Define and utilize correct medical terminology and metric measurement needed for specimen collection.

- 16.0 Demonstrate skills and knowledge necessary to perform phlebotomy—The student will be able to:
- 16.01 Recognize a properly completed requisition and apply established protocol for patient and specimen identification.
  - 16.02 Discuss/perform methods for facilitating capillary/venipuncture collection.
  - 16.03 Demonstrate knowledge of established protocol for patient and specimen identification.
  - 16.04 List appropriate antiseptic agents useful in preparing sites for capillary/venipuncture.
  - 16.05 Discuss/perform appropriate methods for preparing a site for capillary or venipuncture.
  - 16.06 Perform venipuncture by evacuated tube and syringe systems, demonstrating appropriate use of supplies, proper handling of equipment and specimens, and patient care.
  - 16.07 Describe the correct order of draw during capillary and venipuncture.
  - 16.08 Perform a capillary puncture using appropriate supplies and techniques for adults, children and neonates.
  - 16.09 Describe the most common complications associated with capillary and venipuncture, their causes, prevention and treatment.
  - 16.10 Describe/perform capillary/venipuncture procedures for disposing of used or contaminated supplies.
  - 16.11 Describe/perform appropriate techniques for making a peripheral blood smear for hematologic evaluation.
- 17.0 Practice infection control following universal (standard) precautions—The student will be able to:
- 17.01 Define the term "nosocomial infection."
  - 17.02 Describe/practice procedures for infection prevention.
  - 17.03 Discuss/perform isolation procedures.
  - 17.04 Identify potential routes of infection.
- 18.0 Practice accepted procedures of transporting, accessioning and processing specimens—The student will be able to:
- 18.01 Describe routine procedures for transporting and processing specimens.
  - 18.02 Describe the significance of time constraints for specimen collection and delivery.
  - 18.03 Demonstrate knowledge of accessioning procedures.
  - 18.04 Aliquot samples for testing.
  - 18.05 Follow protocol for accepting verbal test orders.
- 19.0 Practice quality assurance and safety—The student will be able to:
- 19.01 Distinguish and perform procedures which ensure reliability of test results when collecting blood specimens.
  - 19.02 Demonstrate knowledge of and practice appropriate patient safety.
  - 19.03 Practice safety in accordance with established procedures.
  - 19.04 Follow documentation procedures for work related accidents.
  - 19.05 Implement appropriate The Joint Commission patient safety goals.

**Medical Laboratory Technician: (20-34)**

- 20.0 Demonstrate basic knowledge of microbiology; perform clinical laboratory "WAIVED TESTS"–The student will be able to:
- 20.01 Perform techniques of microbiology related to disinfection techniques.
  - 20.02 Perform techniques of microbiology related to preparation, staining.
  - 20.03 Understand the microscopic examination of gram stains.
  - 20.04 Perform basic techniques of microbiology.
- 21.0 Demonstrate basic knowledge of urinalysis; perform clinical laboratory "WAIVED TESTS"–The student will be able to:
- 21.01 Discuss urinalysis techniques related to normal and abnormal components of the urine.
  - 21.02 Perform urinalysis techniques related to collection and preservation of specimens.
  - 21.03 Discuss urinalysis techniques related to physical properties of urine and related odors, color.
  - 21.04 Perform urinalysis techniques related to dipstick urine pH and describe clinical significance.
  - 21.05 Discuss urinalysis techniques related to urine specific gravity techniques; calibration and use of urinometer and refractometer.
  - 21.06 Perform dipstick or tablet (nonautomated) urinalysis techniques related to performance of chemical tests.
- 22.0 Demonstrate basic knowledge of clinical chemistry, perform clinical laboratory "WAIVED TESTS"–The student will be able to:
- 22.01 Discuss and apply metric measurements in clinical chemistry.
  - 22.02 Demonstrate knowledge and use of standard laboratory glassware and basic equipment, i.e. graduates, centrifuges, transfer pipettes
  - 22.03 Discuss and perform techniques of clinical chemistry related to reagent preparation, laboratory equipment and laboratory techniques.
- 23.0 Demonstrate basic knowledge of hematology, perform clinical laboratory "WAIVED TESTS"–The student will be able to:
- 23.01 Discuss techniques of hematology related to counting formed elements of blood.
  - 23.02 Perform techniques of hematology related to preparation and staining.
  - 23.03 Perform techniques of hematology related to spun hematocrit tests.
- 24.0 Discuss anatomy and physiology of the human body as it relates to the field of medical laboratory technology–The student will be able to:
- 24.01 Identify the major body systems and their anatomical features.
  - 24.02 Explain the physiological processes in the human system necessary to influence and maintain homeostasis.

- 25.0 Discuss the general responsibilities and functions encountered by a medical technician–  
The students will be able to:
- 25.01 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solutions of such questions.
  - 25.02 Organize and communicate the results obtained by observation and experimentation.
  - 25.03 Demonstrate ability to evaluate and draw conclusions.
  - 25.04 Demonstrate knowledge of anatomy and physiology of body systems.
  - 25.05 Demonstrate ability to report observations in written or oral form.
  - 25.06 Discuss the licensure and certification requirements of the major classifications of clinical laboratory personnel.
- 26.0 Apply quality assurance principles and safety protocols–The student will be able to:
- 26.01 Recognize specimen suitability and determine need for rejection/recollection using factors described in clinical protocol.
  - 26.02 Describe special procedures for transporting and processing specimens.
  - 26.03 Describe clinical laboratory role in providing quality assurance in laboratory testing, reporting, and use and maintenance of equipment.
  - 26.04 Demonstrate required calibration procedures.
  - 26.05 Demonstrate and record quality control procedures required for the tests performed and recognize unacceptable results.
  - 26.06 Identify and report problems encountered in daily quality control according to standard operating procedures.
  - 26.07 Adhere to current OSHA regulations regarding laboratory hazards.
- 27.0 Demonstrate knowledge of the operation of computer systems–The student will be able to:
- 27.01 Discuss the role of computer systems in laboratory data management.
  - 27.02 Demonstrate knowledge of common computer terminology.
  - 27.03 Demonstrate entry level computer operations for specimen accessioning, data reporting, and quality control recording.
  - 27.04 Demonstrate entry level operational skills in the use of computer-interfaced analytical instrumentation.
- 28.0 Demonstrate knowledge of urinalysis and body fluids principles and procedures–The student will be able to:
- 28.01 Describe collection, transport and storage procedures for random and timed urine specimens.
  - 28.02 Discuss the renal system as it relates to urinalysis.
  - 28.03 Describe renal function tests.
  - 28.04 Describe principles of and perform routine physical and chemical analyses on urine.
  - 28.05 Prepare urine sediments and perform identification and quantitation of microscopic formed elements.
  - 28.06 Correlate abnormal physical, chemical and microscopic urine results with associated pathological conditions.
  - 28.07 Define and discuss the differences between transudates and exudates.

- 28.08 Discuss miscellaneous body fluids to include cerebral spinal, seminal and joint fluids.
- 28.09 Perform physical, chemical and microscopic evaluations of common body fluids.
- 29.0 Demonstrate knowledge of hematological principles and procedures—The student will be able to:
  - 29.01 Discuss the organs, cells and cellular interaction of the lymphoids, myeloid and reticuloendothelial systems.
  - 29.02 Demonstrate an understanding of basic concepts of hematopoietic regulation, proliferation and cellular differentiation.
  - 29.03 Discuss the function of formed elements of blood.
  - 29.04 Discuss normal and abnormal hematology findings, reference ranges and associated diseases.
  - 29.05 Demonstrate an understanding of normal and abnormal molecular structure of hemoglobin, common hemoglobinopathies and associated tests.
  - 29.06 Demonstrate an understanding of disease, normal and abnormal white cell morphology, and associated tests.
  - 29.07 Discuss assessment and impact of preanalytical factors on hematology testing.
  - 29.08 Discuss the principles of and perform routine hematology procedures.
  - 29.09 Perform techniques of manual blood smear evaluation including white blood cell differential, red cell and platelet morphology.
  - 29.10 Discuss techniques of hematology related to calculation of red blood cell indices.
- 30.0 Demonstrate knowledge of hemostasis and related diagnostic principles and procedures—The student will be able to:
  - 30.01 Discuss and define the interactive systems necessary to maintain hemostasis.
  - 30.02 Discuss common coagulopathies and associated treatments and therapies.
  - 30.03 Discuss assessment and impact of preanalytical factors on hemostasis testing
  - 30.04 Describe the principles of and perform routine testing used in the evaluation of the vascular, platelet, coagulation and fibrinolytic systems.
  - 30.05 Discuss additional hemostasis tests performed to differentiate the cause of abnormal routine tests.
- 31.0 Demonstrate knowledge of immunology principles and procedures—The student will be able to:
  - 31.01 Discuss the immune system and the normal immune response.
  - 31.02 Discuss physical and chemical properties of immunogens (antigens), immunoglobulins (antibodies) and complement and their *in vivo* and *in vitro* reactions.
  - 31.03 Discuss the principle of and perform the basic agglutination, flocculation and precipitation procedures in serology.
  - 31.04 Discuss principles of complement fixation, immunoelectrophoresis and enzyme immunoassay.
  - 31.05 Discuss the clinical significance of the commonly performed immunology/ tests.
- 32.0 Demonstrate knowledge of clinical chemistry principles and procedures—The student will be able to:



- 32.01 Discuss the renal system and related chemistry tests.
  - 32.02 Discuss principles of and perform common renal function tests.
  - 32.03 Discuss carbohydrate, protein and lipid metabolism.
  - 32.04 Discuss principles of and perform commonly ordered tests related to carbohydrate, protein and lipid metabolism.
  - 32.05 Discuss the liver and its functions as related to chemistry tests.
  - 32.06 Discuss principles of and perform commonly ordered liver function tests.
  - 32.07 Discuss enzyme classification, origin, activity and function.
  - 32.08 Discuss principles of and perform commonly ordered enzyme procedures.
  - 32.09 Discuss electrolyte balance as related to health and disease.
  - 32.10 Discuss principles of and perform electrolyte analyses.
  - 32.11 Discuss principles of and perform commonly ordered tests to evaluate cardiac function.
  - 32.12 Discuss the physiology of the endocrine system and the principal tests used to evaluate endocrine function.
  - 32.13 Discuss the role of the laboratory in therapeutic drug monitoring and toxicology.
  - 32.14 Discuss and perform general electrophoresis techniques.
  - 32.15 Discuss the clinical significance of commonly ordered chemistry tests.
  - 32.16 Demonstrate knowledge of principles of instrumentation as related to the clinical chemistry laboratory.
  - 32.17 Discuss techniques of clinical chemistry related to standardization of procedure and use of standards, blanks and controls.
  - 32.18 Discuss techniques of clinical chemistry related to visual colorimetry; calibration and use of the spectrophotometer.
  - 32.19 Discuss basic techniques of clinical chemistry related to normal and abnormal physiology.
- 33.0 Demonstrate knowledge of immunohematology principles and procedures—The student will be able to:
- 33.01 Discuss basic genetics of the blood group antigens
  - 33.02 Discuss the ABO blood group system
  - 33.03 Discuss the Rh blood group system
  - 33.04 Discuss other blood group systems
  - 33.05 Perform antigen and antibody testing to determine ABO and Rh phenotypes.
  - 33.06 Discuss and perform antibody screening tests.
  - 33.07 Discuss and perform antibody identification tests.
  - 33.08 Discuss donor unit screening for compatibility with unexpected blood group antibodies.
  - 33.09 Discuss and perform red cell antigen typing on recipient donor specimens.
  - 33.10 Discuss and perform routine compatibility testing.
  - 33.11 Discuss blood component collection and, preparation, storage and use.
  - 33.12 Identify symptoms of and required laboratory protocol for handling suspected transfusion reactions.
  - 33.13 Discuss immune hemolytic disorders and perform the direct antiglobulin test.
  - 33.14 Discuss identification of multiple antibodies in a specimen.
  - 33.15 Discuss appropriate absorption and elution techniques.
  - 33.16 Discuss donor interview, criteria for selection, phlebotomy preparation, and donor blood processing.
  - 33.17 Discuss the principles of electronic crossmatching.

- 34.0 Demonstrate knowledge of microbiological principles and procedures—The student will be able to:
- 34.01 Discuss microbial taxonomy and nomenclature.
  - 34.02 Discuss bacterial metabolism, reproduction, cell structures and their functions.
  - 34.03 Discuss classification, composition and preparation of culture media.
  - 34.04 Discuss the human pathogenesis of bacteria.
  - 34.05 Discuss and perform techniques of microbiology related to sterilization techniques.
  - 34.06 Perform techniques of microbiology related to preparation of artificial culture media.
  - 34.07 Perform culturing techniques for urine, stool, wound, throat, body fluids, blood and exudates.
  - 34.08 Perform techniques of microbiology related to inoculation and transfer of cultures.
  - 34.09 Discuss and demonstrate the use of the microscope related to laboratory procedures.
  - 34.10 Discuss the principles of, prepare, and interpret Gram stains.
  - 34.11 Perform techniques necessary for isolation and identification of aerobic and anaerobic bacterial organisms.
  - 34.12 Identify commonly encountered aerobic bacteria through morphological, physical and biochemical properties.
  - 34.13 Perform and interpret antibiotic susceptibility tests.
  - 34.14 Discuss collection and handling of specimens for fungal, mycobacterial and viral culture.
  - 34.15 Prepare and examine specimens, and identify ova and parasites when present.

**Medical Laboratory Technology (Associate Degree) - The following intended outcomes (37-42), in addition to the outcomes for the program of Medical Laboratory Technology (Certificate), complete the competencies for the Medical Laboratory Technology (Associate Degree) program.**

- 35.0 Demonstrate knowledge of selected laboratory operations—The student will be able to:
- 35.01 Apply principles of quality assurance to correct problems encountered in monitoring daily quality control.
  - 35.02 Evaluate laboratory findings and take necessary action to confirm or clarify results according to standard operation and procedure.
  - 35.03 Demonstrate knowledge of operation and principles of laboratory instruments.
- 36.0 Demonstrate knowledge of advanced hematological principles and procedures—The student will be able to:
- 36.01 Identify normal and abnormal, immature and mature erythrocytes at each stage of maturation.
  - 36.02 Identify and distinguish between normal, atypical and leukemic leukocytes at each stage of maturation.
  - 36.03 Perform selected cytochemical staining procedures.
  - 36.04 Discuss the principle of and perform hemoglobin electrophoresis with pattern interpretation.
- 37.0 Demonstrate knowledge of advanced hemostasis testing—The student will be able to:

- 37.01 Discuss the principle of substitution testing for factor deficiencies.
  - 37.02 Discuss the principle of specific factor assays.
  - 37.03 Correlate the laboratory test results for fibrinolysis with conditions affecting the fibrinolytic system.
  - 37.04 Discuss specialized platelet function tests.
  - 37.05 Correlate laboratory results with possible inherited and/or acquired coagulation abnormalities.
- 38.0 Demonstrate knowledge of advanced microbiological principles and procedures—The student will be able to:
- 38.01 Discuss procedures for and clinical significance of anaerobe identification.
  - 38.02 Classify fungi and state their clinical significance.
  - 38.03 Perform general techniques used in identifying fungi.
  - 38.04 Identify selected fungi.
  - 38.05 Discuss and perform automated microbiological procedures.
  - 38.06 Identify life cycles, modes of transmission, prevention and pathophysiology of clinically significant parasites.
  - 38.07 Discuss microbial and immunological techniques to identify selected clinically significant viruses.
  - 38.08 Discuss classification and related disease states of clinically significant viruses.
  - 38.09 Identify commonly used antibiotics, their usage and mechanisms of activity.
- 39.0 Demonstrate knowledge of advanced clinical chemistry principles and procedures—The student will be able to:
- 39.01 Perform, calculate, analyze and recognize normal/abnormal electrophoresis procedures.
  - 39.02 Perform and calculate results of immunoassay procedures.
  - 39.03 Perform, calculate, and recognize associated disease states for selected isoenzyme assays.
  - 39.04 Perform, calculate, and recognize associated disease states for blood lipid profiles.
  - 39.05 Perform and calculate selected procedures related to endocrine function.
  - 39.06 Perform selected assays for therapeutic and toxic substances.
  - 39.07 Discuss the principles and procedures of blood gas analysis, including arterial specimen collection and clinical significance.
- 40.0 Demonstrate knowledge of advanced immunological procedures—The student will be able to:
- 40.01 Discuss selected specialty serological tests such as immunofluorescence assays.
  - 40.02 Discuss and interpret antinuclear antibody patterns and their relationship to disease states.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Histologic Technology  
**Career Cluster:** Health Science

AS	
CIP Number	1351100800
Program Type	College Credit
Standard Length	76 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2011 Medical and Clinical Laboratory Technologists
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as tissue technologists SOC Code 29-2011 (Medical and Clinical Laboratory Technologists) or histotechnicians or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes but is not limited to preparation of tissue specimens of human and animal origin for research, teaching purposes, or diagnosis of body dysfunction and malignancy. A clinical component is a necessary element of this program.

### Program Structure

This program is a planned sequence of instruction consisting of 76 credit hours.

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 76 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Identify the anatomic structure and function of body systems in relation to disease states and services performed by the histotechnician.
- 13.0 Practice quality assurance, safety, and acceptable communication skills.
- 14.0 Adhere to legal and ethical principles related to the practice of histotechnology.
- 15.0 Receive tissue specimens and perform preparation techniques as indicated.
- 16.0 Maintain equipment.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Histologic Technology  
**CIP Number:** 1351100800  
**Program Length:** 76 credit hours  
**SOC Code(s):** 29-2011

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.



05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Histologic Technology: The following intended outcomes complete the occupational completion point for the Histologic Technology program.**

- 12.0 Identify the anatomic structure and function of body systems in relation to disease states and services performed by the histotechnician–The student will be able to:
  - 12.01 Demonstrate knowledge of human anatomy and physiology as related to histotechnology.
  - 12.02 Demonstrate knowledge of normal histology of human organs.
  - 12.03 Demonstrate knowledge of various methods of obtaining histological specimens from patients.
  - 12.04 Identify tissue structures and cellular components; relate both to physiological functions.
  - 12.05 Demonstrate knowledge of types of histological specimens usually submitted for gross and microscopic examination.
  - 12.06 Demonstrate knowledge of the processing of histologic specimens especially as related to disease processes.
  - 12.07 Demonstrate knowledge of tissue processing methods, including variety of fixatives used and how each relates to how each relates to different tissue components and the disease process to be diagnosed.
  
- 13.0 Practice quality assurance, safety and acceptable communication skills–The student will be able to:
  - 13.01 Practice quality control in the histology laboratory as required by the accrediting agency.
  - 13.02 Follow institutional policies and procedures related to safety.
  - 13.03 Demonstrate knowledge of diagnostic terminology.
  - 13.04 Recognize errors and their sources, and take corrective action.
  - 13.05 Demonstrate knowledge of chemical hazards within the histopathology laboratory.
  - 13.06 Demonstrate knowledge of proper disposal methods for all chemical and biological waste within the histopathology laboratory.
  - 13.07 Implement appropriate The Joint Commission patient safety goals.
  
- 14.0 Adhere to legal and ethical principles related to the practice of histotechnology–The student will be able to:
  - 14.01 Practice discretion and confidentiality in regard to laboratory reports.
  - 14.02 Demonstrate knowledge of the histotechnician's role and responsibilities in relation to the health care team.
  - 14.03 Demonstrate knowledge of the legal ramifications of clinical practice.
  
- 15.0 Receive tissue specimens and perform preparation techniques as indicated–The student will be able to:
  - 15.01 Demonstrate knowledge of laboratory management.
  - 15.02 Evaluate, accept, identify and label histologic specimens.
  - 15.03 Perform the most advantageous preparation and special staining techniques.
  - 15.04 Solve problems in staining and preparation procedures.
  - 15.05 Perform methods of immunohistochemistry for the detection of antigen.

- 15.06 Evaluate and implement new preparation and staining procedures.
  - 15.07 Distinguish between well-prepared and stained and poorly-prepared and stained histologic specimens.
  - 15.08 Identify tissue structures and their staining characteristics.
  - 15.09 Demonstrate knowledge of frozen section use and techniques.
- 16.0 Maintain equipment—The student will be able to:
- 16.01 Perform preventive and corrective maintenance of equipment and instruments within specified limits.
  - 16.02 Refer to appropriate person(s) for complex repairs.
  - 16.03 Demonstrate knowledge of laboratory management.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Optician  
**Career Cluster:** Health Science

AS	
CIP Number	1351180100
Program Type	College Credit
Standard Length	72 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2081 Opticians, Dispensing
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as dispensing opticians, optician apprentices, dispensing), opticians: dispensing and measuring SOC Code 29-2081 (Opticians, Dispensing) or to provide supplemental training for persons previously or currently employed in these occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to lens surfacing, finishing and mounting; dispensing of completed prescriptions; fitting contact lenses; frame repair, business management techniques and human relations. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health

Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Program Structure**

This program is a planned sequence of instruction consisting of 72 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program must be approved by the:

Commission on Opticianry Accreditation  
1011 Martin Luther King Highway, Suite 100  
Bowie, Maryland 20720  
(301) 459-8075

Graduates of a recognized program with an A.S. Degree are eligible to take the Florida optician licensure examination administered by the Department of Business and Professional Regulation for the Board of Opticianry (Chapter 484 F.S. Rule Chapter 21, F.A.C.).

The cooperative method of instruction is appropriate for this program. When the cooperative method is offered, the following is required for each student: a training plan signed by the student, instructor and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills, and tasks which are relevant to the occupations which the student has chosen as a career goal. Students must receive compensation for work performed.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 72 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.

- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Surface ophthalmic lenses.
- 13.0 Edge and finish lenses.
- 14.0 Insert and mount lenses.
- 15.0 Select and order frames and lenses.
- 16.0 Fit and dispense prescriptions.
- 17.0 Fit contact lenses.
- 18.0 Repair frames.
- 19.0 Demonstrate knowledge of office management.
- 20.0 Practice effective business management operation techniques.
- 21.0 Demonstrate knowledge of anatomy and physiology of the eye.
- 22.0 Demonstrate knowledge of the effects ophthalmic devices have in correcting the errors of human vision.
- 23.0 Practice technical and business computer functions.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Optician  
**CIP Number:** 1351180100  
**Program Length:** 72 credit hours  
**SOC Code(s):** 29-2081

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively—The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Optician: The completion of this module is the occupational exit of Dispensing Optician. Graduates of a recognized program with an A.S. degree are eligible to take the Florida optician licensure examination administered by the Department of Business and Professional Regulation for the Board of Opticianry (Chapter 484 F.S. Rule Chapter 21, F.A.C.).**

12.0 Surface ophthalmic lenses—The student will be able to:

- 12.01 Layout single vision and multi-focal lenses.
- 12.02 Grind, fine and polish single vision lenses and/or multi-focal lenses.
- 12.03 Select lenses and supplies.
- 12.04 Inspect lenses.

13.0 Edge and finish lenses—The student will be able to:

- 13.01 Layout and block lenses.
- 13.02 Machine and hand edge lenses.
- 13.03 Inspect lenses.
- 13.04 Air temper glass lenses.
- 13.05 Chemical temper glass lenses.
- 13.06 Tint hard resin lenses.
- 13.07 Select appropriate lenses.

14.0 Insert and mount lenses—The student will be able to:

- 14.01 Insert lenses into zyl frames.
- 14.02 Insert lenses into metal frames.
- 14.03 Mount lenses into rimless and semi-rimless mountings or other appropriate designs.
- 14.04 Perform final inspection of eye glasses.
- 14.05 Demonstrate knowledge of lens accessories.

15.0 Select and order frames and lenses—The student will be able to:

- 15.01 Analyze written prescriptions.
- 15.02 Duplicate prescriptions from existing lenses.
- 15.03 Evaluate patient's life-style needs.
- 15.04 Use selected instruments to assist in the calculation of fitting measurements.
- 15.05 Calculate lens size and availability.
- 15.06 Discuss charges with patients.
- 15.07 Order lenses and frames.

16.0 Fit and dispense prescriptions—The students will be able to:

- 16.01 Verify finished prescriptions to specifications.
- 16.02 Align frames.
- 16.03 Adjust and fit optical devices to patients.

17.0 Fit contact lenses—The student will be able to:

- 17.01 Analyze prescriptions.

- 17.02 Evaluate patient suitability.
  - 17.03 Use selected instruments to conduct and assess fittings.
  - 17.04 Identify types of contact lenses.
  - 17.05 Conduct patient training.
  - 17.06 Outline potential complications.
  - 17.07 Conduct follow-up evaluations.
- 18.0 Repair frames—The student will be able to:
- 18.01 Restore finish and replace/repair decorative trim on frames.
  - 18.02 Replace/repair nose pieces on zyl or metal frames.
  - 18.03 Solder metal frames.
  - 18.04 Replace/repair temples, front pieces, monofilament, and broken hinges.
  - 18.05 Reshape damaged frames to lenses.
  - 18.06 Replace/repair temples.
  - 18.07 Modify frames for special needs.
- 19.0 Demonstrate knowledge of office management—The student will be able to:
- 19.01 Demonstrate knowledge of legal and ethical standards of vision care professionals.
  - 19.02 Maintain and file patient records.
  - 19.03 Bill and collect current and overdue accounts.
  - 19.04 Practice office supply control.
- 20.0 Practice effective business management operation techniques—The student will be able to:
- 20.01 Develop a small business plan of operation.
  - 20.02 Develop an office policy/procedure manual.
  - 20.03 Demonstrate knowledge of business finance and operating expenses.
  - 20.04 Set up a pay scale and benefit program for employees and a bookkeeping system.
  - 20.05 Demonstrate knowledge of tax forms, payroll records, insurance needs and inventory needs.
  - 20.06 Demonstrate knowledge of employee hiring and orientation.
- 21.0 Demonstrate knowledge of anatomy and physiology of the eye—The student will be able to:
- 21.01 Demonstrate understanding of the interrelationships between body systems.
  - 21.02 Diagram and explain the anatomy of the visual system.
  - 21.03 Recognize and discuss physiological conditions of the eye.
- 22.0 Demonstrate knowledge of the effects ophthalmic devices have in correcting the errors of human vision—The student will be able to:
- 22.01 Demonstrate knowledge of basic mathematical principles that are involved in ophthalmic and geometrical optics.
  - 22.02 Describe the influence of thick and thin prisms on the behavior of light.

- 22.03 Apply the principles of light acting on curved single refracting surface to the optice of ophthalmic lenses for parallel and nonparallel light.
  - 22.04 Describe the relationship and optical properties of cylindrical lenses.
  - 22.05 Demonstrate knowledge of the theory of lens surface power measuring devices.
  - 22.06 Create and eliminate prismatic effect by decentration.
  - 22.07 Demonstrate the influence of lens thickness and surface curvature.
- 23.0 Practice technical and business computer functions–The student will be able to:
- 23.01 Demonstrate knowledge of technical computer functions.
  - 23.02 Demonstrate knowledge of business applications of computers.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**       **Optical Management**  
**Career Cluster:**    **Health Science**

AS	
CIP Number	1351180202
Program Type	College Credit
Standard Length	60 credit hours
CTSO	HOSA
SOC Codes (all applicable)	11-9111 Medical and Health Services Managers
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for employment as an Optical Manager, SOC Code 11-9111 (Medical and Health Services Managers) or to provide supplemental training for persons previously or currently employed in these occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to communication skills, leadership skills, human relations and employability skills, principles of management, personnel management, and general business procedures. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Science program. Once successfully completed, the core does not need to be repeated at any instructional level.



## **Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Cooperative training - OJT is appropriate for this program. When cooperative training is offered, the following is required for each student: a training plan, signed by the student, instructor and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupations which the student has chosen as a career goal. Students must receive compensation for work performed.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations

received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Apply supervision skills.
- 13.0 Communicate effectively in supervision.
- 14.0 Manage human behavior.
- 15.0 Motivate one’s self.
- 16.0 Motivate others.
- 17.0 Apply strategies for effective management.
- 18.0 Utilize creative thinking to achieve business objectives.
- 19.0 Apply basic decision making skills in supervision.
- 20.0 Demonstrate appropriate communication skills.
- 21.0 Demonstrate appropriate math skills.
- 22.0 Demonstrate an understanding of basic science as it relates to management.
- 23.0 Demonstrate an understanding of entrepreneurship.

- 24.0 Demonstrate knowledge of data processing activities.
- 25.0 Identify, classify and demonstrate management functions.
- 26.0 Apply basic quality control principles.
- 27.0 Demonstrate an understanding of technical or industrial competencies.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Optical Management Technology  
**CIP Number:** 1351180202  
**Program Length:** 60 credit hours  
**SOC Code(s):** 11-9111

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.

- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

## **Optical Management (12-27)**

### **12.0 Apply supervision skills–The student will be able to:**

- 12.01 Specify the responsibilities of the supervisor.
- 12.02 Practice human relations skills.
- 12.03 Follow leadership principles and approaches.
- 12.04 Apply positive approaches to discipline.
- 12.05 Conceptualize organizational functions of management.
- 12.06 Develop organizational plans.
- 12.07 Follow and teach accepted accident prevention practices.
- 12.08 Apply elements of delegation.
- 12.09 Coordinate employee and organization interest.
- 12.10 Apply techniques of dealing with crisis.
- 12.11 Utilize strategies for dealing with interpersonal conflicts.
- 12.12 Analyze causes of resistance in employees.
- 12.13 Implement the agreement finding process.
- 12.14 Develop and implement job instructions.
- 12.15 Apply delegation procedures.
- 12.16 Apply principles of management to employee/ employer conflicts.

### **13.0 Communicate effectively in supervision–The student will be able to:**

- 13.01 Solve problems in communicating.
- 13.02 Exhibit appropriate habits in person to person communication.
- 13.03 Apply listening skills.
- 13.04 Discuss the need for accurate pharmacy documentation and recordkeeping.
- 13.05 Use communication feedback effectively.
- 13.06 Use persuasion skills in communicating.
- 13.07 Build credibility in management.
- 13.08 React to non-verbal communication.
- 13.09 Practice confrontation skills.
- 13.10 Write an effective memorandum.
- 13.11 Prepare a written technical report.

### **14.0 Manage human behavior–The student will be able to:**

- 14.01 Use behavior modification techniques.
- 14.02 Practice transactional analysis skills.
- 14.03 Establish goals and objectives.
- 14.04 Identify and resolve emotional disturbances of workers.
- 14.05 Use self concept building skills.
- 14.06 Assess worker and supervisor roles and relationships.
- 14.07 Manage worker resistance to change.
- 14.08 Diagnose the dynamics involved in performance appraisal.
- 14.09 Use appropriate assertiveness skills.

### **15.0 Motivate one's self–The student will be able to:**

- 15.01 Build improved attitude and self-confidence.
- 15.02 Conceptualize cause and effect relationship.



- 15.03 Set personal goals.
  - 15.04 Apply self-esteem building skills.
  - 15.05 Diagnose life traps.
  - 15.06 Apply self-discipline techniques.
  - 15.07 Determine areas of personal talent.
- 16.0 Motivate others—The student will be able to:
- 16.01 Discuss the self-fulfilling prophesy.
  - 16.02 Discuss the process of motivation.
  - 16.03 Apply the hierarchy of human needs to worker motivation.
  - 16.04 Apply the hierarchy of human needs to worker motivation.
  - 16.05 Effect job enrichment procedures.
  - 16.06 Apply attitude enrichment procedures.
  - 16.07 Discuss the concept of maintainers and motivators.
  - 16.08 Develop role of trust and credibility in worker motivation.
  - 16.09 Direct goal setting procedures with workers.
  - 16.10 Implement participative style of supervision.
- 17.0 Apply strategies for effective management—The student will be able to:
- 17.01 Display knowledge or prescription pricing systems used in pharmacy.
  - 17.02 Maintain stock inventory.
  - 17.03 Prepare electronic purchase orders.
  - 17.04 Receive, store and distribute pharmaceutical supplies.
  - 17.05 Define industry standards in purchasing pharmaceutical supplies.
- 18.0 Utilize creative thinking to achieve business objectives—The student will be able to:
- 18.01 Explain the difference between a cubic centimeter and a milliliter.
  - 18.02 Use common pharmaceutical weighing equipment.
  - 18.03 Use common pharmaceutical volume measurement equipment.
  - 18.04 Explain the technique of preparing a solution, a suspension, an elixir, and emulsion and an extract.
  - 18.05 Convert measurements within the apothecary, avoirdupois, and metric systems.
  - 18.06 Use the following arithmetic procedures: ratio and proportion; percentage.
- 19.0 Apply basic decision making skills in supervision—The student will be able to:
- 19.01 Predict physical and chemical incompatibilities utilizing chemistry properties.
  - 19.02 Describe electrolyte balances.
  - 19.03 Relate the general classes, actions, routes, action and side effects of drugs.
  - 19.04 Identify a listing of usual adult doses of medications and respective contraindications.
- 20.0 Demonstrate appropriate communication skills—The student will be able to:
- 20.01 Read and prepare medication orders correctly.
  - 20.02 Transport medications safely being aware of hazards: theft, legal implications of accidental loss, and other consequences.
  - 20.03 Identify special precautions pertaining to children.

- 20.04 Maintain controlled substance inventory.
  - 20.05 Demonstrate the proper technique of preparing pharmaceutical preparations.
  - 20.06 Demonstrate the ability to correctly fill and deliver medication cassettes.
  - 20.07 Collect data from medication administration record and drug use and evaluation form.
  - 20.08 Identify automated medication dispensing equipment and its proper use.
- 21.0 Demonstrate appropriate math skills—The student will be able to:
- 21.01 Locate correct stock container.
  - 21.02 Weigh measure, count required individual doses of medication.
  - 21.03 Label with required information.
  - 21.04 Operate unit dose pre-packet equipment.
  - 21.05 Place individual dose in appropriate containers, repackage in predetermined quantities.
  - 21.06 Record prepackage medication data correctly.
  - 21.07 Define role of technician in quality assurance activities.
- 22.0 Demonstrate an understanding of basic science as it relates to management—The student will be able to:
- 22.01 Compare medication order with label on vial and check expiration date of product.
  - 22.02 Calculate drug dosage for parenteral use.
  - 22.03 Identify common drug/drug incompatibilities.
  - 22.04 Reconstitute parenteral medications.
  - 22.05 Use aseptic techniques to withdraw medication from stock vial measure correct quantity as instructed, select and insert it into IV solution without error.
  - 22.06 Use aseptic technique to withdraw medication from an ampule.
  - 22.07 Prepare parenteral solutions.
  - 22.08 Prepare Total Parenteral Nutrition solutions.
  - 22.09 Prepare chemotherapeutic agents using proper safety techniques.
  - 22.10 Demonstrate appropriate technique in the use of specialized equipment such as: laminar flow hoods, filters, pumps, and automated compounders.
  - 22.11 Place label on IV solution container and keep records.
  - 22.12 Perform quality control check.
  - 22.13 Identify storage requirements of reconstituted IV solutions.
- 23.0 Demonstrate an understanding of entrepreneurship—The student will be able to:
- 23.01 Identify basic concepts of the American economic system.
  - 23.02 Identify basic types and sources of consumer credit.
- 24.0 Demonstrate knowledge of data processing activities—The student will be able to:
- 24.01 Demonstrate the ability to determine the proper priority of work.
  - 24.02 Prepare a day's schedule for the employer.
  - 24.03 Choose appropriate action in situations requiring application of business ethics.
  - 24.04 Choose appropriate action in situations requiring following a chain of command.
  - 24.05 Choose appropriate action in situations requiring effective time management.
  - 24.06 Demonstrate ability to manage a team.

25.0 Identify, classify, and demonstrate management functions—The student will be able to:

- 25.01 Define management.
- 25.02 Identify management positions and styles.
- 25.03 Identify the major functions of management.
- 25.04 Classify activities as part of the planning function of management.
- 25.05 Classify activities as part of the organizing function of management.
- 25.06 Classify activities as part of the staffing function of management.
- 25.07 Classify activities as part of the directing function of management.
- 25.08 Classify activities as part of the controlling function of management.
- 25.09 Demonstrate the ability to perform planning, organizing, staffing, directing, and controlling functions of management.
- 25.10 Distinguish among management functions.
- 25.11 Select the most effective communication systems.

26.0 Apply basic quality control principles—The student will be able to:

- 26.01 Describe basic quality control systems.
- 26.02 Implement and practice quality control.

27.0 Demonstrate an understanding of technical or industrial competencies—The student will be able to:

- 27.01 Discuss and/or perform basic procedures which fall under this management position.
- 27.02 Possess basic competency understanding necessary to the role of management.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Ophthalmic Technician  
**Career Cluster:** Health Science

AS	
CIP Number	1351180301
Program Type	College Credit
Standard Length	72 credit hours
CTSO	HOSA
SOC Codes (all applicable)	29-2099 Health Technologists and Technicians, All Other
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fl DOE.org/workforce/perkins/perkins_resources.asp">http://www.fl DOE.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp">http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as ophthalmic technicians, optical goods workers SOC Code 29-2099 (Health Technologists and Technicians, All Other) or provide supplemental training for persons previously or presently employed in this occupation.

The program is designed to provide the medical community of ophthalmology with workers who, under the supervision of an ophthalmologist, aid in the treatment of eye conditions and diseases. The curriculum provides students an opportunity to develop technical and social skills through experiences in the clinic, classroom, and laboratory. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content includes but is not limited to (1) to perform specified ophthalmologic tests and procedures with skill, (2) understand and practice the art of ophthalmologic assisting, thereby providing the patient with medical care of the highest quality and accuracy, (3) to become

members of the health care team who contribute to the physical and psychological comfort of the patient, (4) to provide a system of quality assurance for both equipment and treatment delivery, (5) and to understand the importance of maintaining membership in the professional organizations and keeping abreast of the changes in the field of ophthalmology.

### **Program Structure**

This program is a planned sequence of instruction consisting of 72 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Clinical education has been established for students in this program to permit accurate assessment of the knowledge, skills, and abilities of students in the clinical component of the program. After completion of the prerequisite practice of ophthalmic assisting procedures, students indicate to the faculty their readiness for evaluation of competence in a specific competency category/procedure.

Multiple affiliates are utilized for the clinical activities which provide equitable opportunities for the student to achieve the program clinical objectives. The resulting clinical rotations provide students with the technical skills for the ophthalmic medical technician.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

## **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The AAS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS. The standard length of this program is 72 credit hours according to Rule 6A-14.030, F.A.C.

## **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Ophthalmic Laboratory Technician (0351100600) – 24 Credit Hours  
Eye Care Technician (0351180302) – 48 Credit Hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

## **Standards**

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

- 01.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.

- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate the taking of a medical history.
- 13.0 Demonstrate the performance of diagnostic tests.
- 14.0 Demonstrate anatomical and functional ocular measurements.
- 15.0 Demonstrate testing of ocular functions (including visual acuity and visual fields).
- 16.0 Demonstrate the administration of topical ophthalmic and oral medications.
- 17.0 Demonstrate the instruction of the patient in personal eye care and in the use of contact lenses.
- 18.0 Demonstrate the caring for and maintaining of ophthalmic instruments.
- 19.0 Demonstrate the caring for, maintaining and sterilizing of surgical instruments.
- 20.0 Demonstrate the maintaining of ophthalmic office equipment.
- 21.0 Demonstrate assisting in ophthalmic surgery in the office or hospital.
- 22.0 Demonstrate the taking of diagnostic measurements.
- 23.0 Demonstrate the fitting of contact lenses.
- 24.0 Demonstrate the adjusting and making of minor repairs on spectacles.
- 25.0 Describe other tasks as may be delegated consistent with sound medical practice (e.g. use of computerized ophthalmic equipment).

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Ophthalmic Technician  
**CIP Number:** 1351180301  
**Program Length:** 72 credit hours  
**SOC Code(s):** 29-2099

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

01.0 Demonstrate knowledge of the healthcare delivery system and health occupations–The student will be able to:

- 01.01 Identify the basic components of the healthcare delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively–The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.
- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.



- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities—The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts—The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Recognize and practice safety and security procedures—The student will be able to:

- 05.01 Recognize safe and unsafe working conditions and report safety hazards.
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis.
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire, safety, disaster and evacuations procedures.
- 05.12 Discuss The Joint Commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org)).

06.0 Recognize and respond to emergency situations—The student will be able to:

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.

08.0 Demonstrate an understanding of information technology applications in healthcare—The student will be able to:

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Recognize technology applications in healthcare.
- 08.04 Interpret information from electronic medical documents.
- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.

09.0 Demonstrate employability skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills—The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
  - 11.09 Calculate ratios.

**Ophthalmic Technician: Students completing this module meet the qualifications for Ophthalmic Technicians (Health Technologists and Technicians, All Other)**

- 12.0 Demonstrate the taking of a medical history—The student will be able to:
  - 12.01 Communicate effectively in written and oral communications.
  - 12.02 Use appropriate medical terminology in recording the medical history.
  - 12.03 Maintain patient confidentiality.
  - 12.04 Maintain applicable ethical and legal standards.
  - 12.05 Identify body structures and describe the physiological processes of the eye.
  
- 13.0 Demonstrate the performance of diagnostic tests—The student will be able to:
  - 13.01 Perform competently within the scope of training and education.
  - 13.02 Accept responsibility for professional actions.
  
- 14.0 Demonstrate anatomical and functional ocular measurements—The student will be able to:
  - 14.01 Describe the principles of human physiology.
  - 14.02 Identify and describe tissues and cellular structures of the eye.
  - 14.03 Apply the correct medical terminology to body structures and functions of the eye.
  - 14.04 Identify cause and effect of the most common pathological conditions of each body system as they relate to the eye.
  
- 15.0 Demonstrate testing of ocular functions (including visual acuity and visual fields)—The student will be able to:
  - 15.01 Describe the interaction of light, lenses, laws of optics.
  - 15.02 Describe optical properties of the human eye.
  - 15.03 Measure objectively and subjectively the refractive state of the eye.
  
- 16.0 Demonstrate the administration of topical ophthalmic and oral medications—The student will be able to:
  - 16.01 Identify commonly administered drugs, their uses and effects upon the human body.
  - 16.02 Identify the correct abbreviations and terminology relating to pharmaceutical preparations.
  - 16.03 Identify the various routes of drug administration.
  - 16.04 Describe the legal records necessary for the administration and dispensing of drugs by the physician.
  - 16.05 Describe the ethical standards necessary for the administration and dispensing of drugs by the physician.
  - 16.06 Administer and record specified topical and oral medications at the direction of the physician and in accordance with medical standards.
  - 16.07 Identify security procedures of medications as regulated by law.
  - 16.08 Describe appropriate procedures for the disposition of medications and clinical supplies in reference of shelf-life expectancies and/or expiration dates.

- 17.0 Demonstrate the instruction of the patient in personal eye care and in the use of contact lenses—The student will be able to:
- 17.01 Instruct the patient in the correct methods of insertion and removal of the contact lenses.
  - 17.02 Instruct the patient in the appropriate methods of daily care of the eye and the contact lenses.
- 18.0 Demonstrate the caring for and maintaining of ophthalmic instruments—The student will be able to:
- 18.01 Describe the fundamental principles of the maintenance, inventory control, and ordering of ophthalmic instruments.
  - 18.02 Maintain a clinic inventory of the instruments.
  - 18.03 Describe the appropriate safety/security procedures for the instruments.
- 19.0 Demonstrate the caring for, maintaining and sterilizing of surgical instruments—The student will be able to:
- 19.01 Describe the fundamentals of microbial control.
  - 19.02 Describe procedures for sterilization, disinfection and sanitation.
  - 19.03 Describe methods for control of infection and prevention of contamination in the medical facility.
  - 19.04 Describe the appropriate procedure for the handling of contaminated equipment and supplies.
  - 19.05 Describe the appropriate method for disposal of contaminated materials.
  - 19.06 Describe and accurately perform handwashing techniques.
  - 19.07 Implement appropriate The Joint Commission patient safety goals.
- 20.0 Demonstrate the maintaining of ophthalmic office equipment—The student will be able to:
- 20.01 Describe the fundamental principles of the maintenance, inventory control, and ordering of ophthalmic supplies and equipment.
  - 20.02 Maintain and inventory of office equipment.
  - 20.03 Apply appropriate safety/security procedures for equipment.
  - 20.04 Perform quality assurance procedures on all clinical equipment.
  - 20.05 Describe and perform appropriate maintenance programs for various ophthalmic equipment.
- 21.0 Demonstrate assisting in ophthalmic surgery in the office or hospital—The student will be able to:
- 21.01 Describe the fundamentals of microbial control.
  - 21.02 Describe the procedures for sanitation, disinfection, and sterilization.
  - 21.03 Describe methods for infection control and prevention of contamination in the medical facility.
  - 21.04 Describe procedures for safe handling of contaminated equipment and supplies.
  - 21.05 Describe the appropriate method and demonstrate appropriate handwashing techniques.
  - 21.06 Describe the appropriate method for creating and maintaining sterile fields for dressings and minor surgery.

- 21.07 Describe the correct methods for disposal of contaminated materials.
  - 21.08 Describe the appropriate methods for sterilizing and preparing surgical instruments.
  - 21.09 Maintain and use aseptic technique when applicable.
  - 21.10 Prepare the examination and treatment in accordance with the appropriate sterile or aseptic technique.
  - 21.11 Describe the appropriate methods of assisting the physician with various minor office surgical procedures.
- 22.0 Demonstrate the taking of diagnostic measurements—The student will be able to:
- 22.01 Describe the fundamentals of extraocular muscle balance and binocular vision.
  - 22.02 Test ductions and versions.
  - 22.03 Perform cover tests.
  - 22.04 Perform basic tests to evaluate binocular vision.
  - 22.05 Perform tonometry.
  - 22.06 Perform anterior and posterior photography.
  - 22.07 Perform manual and automated corneal measurements.
  - 22.08 Perform A and B Scan ultrasound.
- 23.0 Demonstrate the fitting of contact lenses—The student will be able to:
- 23.01 Describe the principles and utilization of hard, soft and gas permeable lenses.
  - 23.02 Perform the fitting and evaluation of contact lenses.
  - 23.03 Provide patient education relative to wearing and maintaining contact lenses.
- 24.0 Demonstrate the adjusting and making of minor repairs on spectacles—The student will be able to:
- 24.01 Describe the principles of ophthalmic patient services.
  - 24.02 Make simple and minor repairs to spectacles such temple adjustments and adjustment of the nose piece.
  - 24.03 Adjust the spectacles to patient comfort.
- 25.0 Describe other tasks as may be delegated consistent with sound medical practice (e.g. use of computerized ophthalmic equipment)—The student will be able to:
- 25.01 Describe the appropriate application of various tests and procedures.
  - 25.02 Recognize any deviation from the normal test results.
  - 25.03 Describe procedures for collecting, labeling, preserving, staining and culturing of specimens from patients with ocular problems.
  - 25.04 Give appropriate instructions to patients.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**        **Nursing R.N.**  
**Career Cluster:**     **Health Science**

AS	
CIP Number	1351380100
Program Type	College Credit
Standard Length	72 Credits Hours
CTSO	HOSA
SOC Codes (all applicable)	29-1141 Registered Nurses
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 prepare students for employment as registered nurses SOC Code 29.1111 (Registered Nurses). The Health Careers Core must be taken by all students (secondary and postsecondary adult) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content includes, but is not limited to, theoretical instruction and clinical experience in medical, surgical, obstetric, pediatric, and geriatric nursing; theoretical instruction and clinical experience in acute, care, long term care and community settings; theoretical instruction and clinical application of vocational role and function; personal, family and community health concepts; nutrition; human growth and development over the life span; body structure and function; interpersonal relationship skills, mental health concepts; pharmacology and administration of medications; legal aspects of practice; and current issues in nursing. Clinical experience must make up or least 50% of the total program. Clinical Simulation may be used for no more than 25% of the total clinical experience.

Associate degree nurses (ADN) are prepared to provide nursing care to clients in a variety of settings. ADN graduates are eligible to take the National Council Licensing Examination (NCLEX-RN) which tests minimum competence to practice safe nursing care.

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

The location of the ADN program within the community college setting provides an appropriate academic environment for instruction in the biological, physical, social, and behavioral sciences. The community college setting further provides instruction in the communication skills basic to the successful performance of the ADN graduate in the work setting. This body of knowledge supports concepts specific to the practice of nursing.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, and community issues and health, safety, and environmental issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of 72 credit hours.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Clinical instruction of nursing students will meet the **requirements of** Florida Statute 464.019.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Please refer to Florida Statute 464.019 (1) (b) for faculty credential requirements to teach this program.

The program must be approved by the Florida Board of Nursing. It is important that each associate degree nursing program effectively utilize the services of an active program advisory committee composed of individuals' representative of the community. Only when the educators and employers work together can the associate degree nursing graduate be provided the competencies that are most needed for successful employment as a new registered nurse.



The Human Patient Simulator (HPS) may be used for a limited number of clinical hours with prior approval from the Florida Board of Nursing.

Outcomes 01-11 are referred to as the Health Careers Core and do not have to be completed if the student has previously completed the Core in another health science program. The CORE should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

The Health Occupations Students of America, Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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.

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following PSAV program has been approved by the Florida State Board of Education for statewide articulation credit into this degree program

Practical Nursing – CIP# 0351390100– 10 credits

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2),

F.A.C. The standard length of this program is 72 credit hours according to Rule 6A-14.030, F.A.C.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate competencies in the core components of professional nursing-professional behavior
- 13.0 Demonstrate competencies in the core components of professional nursing-communication
- 14.0 Demonstrate competencies in the core components of professional nursing-assessment
- 15.0 Demonstrate competencies in the core components of the professional nurse-clinical decision making
- 16.0 Demonstrate competencies in the core components of professional nursing-caring intervention
- 17.0 Demonstrate competencies in the core components of professional nursing- teaching and learning
- 18.0 Demonstrate competencies in the core components of professional nursing-collaboration
- 19.0 Demonstrate competencies in the core components of professional nursing-managing care

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Registered Nurse  
**CIP Number:** 1351380100  
**Program Length:** 72 credit hours  
**SOC Code(s):** 29-1111

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C.

**Health Careers Core: The Health Careers Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Core or any other health occupations program do not have to repeat intended outcomes 01-11.**

At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a healthcare team.
- 01.05 Identify the general roles and responsibilities of the individual members of the healthcare team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare delivery system.
- 01.07 Identify characteristics of effective teams.
- 01.08 Recognize methods for building positive team relationships.
- 01.09 Analyze attributes and attitudes of an effective leader.
- 01.10 Recognize factors and situations that may lead to conflict.
- 01.11 Demonstrate effective techniques for managing team conflict.
- 01.12 Describe factors that influence the current delivery system of healthcare.
- 01.13 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:

- 02.01 Develop basic speaking and active listening skills.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Respond to verbal and non-verbal cues.

- 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.06 Use appropriate medical terminology and abbreviations.
- 02.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
- 02.08 Recognize the importance of patient/client educations regarding healthcare.
- 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.10 Analyze elements of communication using a sender-receiver model.
- 02.11 Distinguish between and report subjective and objective information.
- 02.12 Report relevant information in order of occurrence.

03.0 Demonstrate legal and ethical responsibilities. – The student will be able to:

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the “Patient’s Bill of Rights”.
- 03.06 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Describe informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a code of ethics consistent with the healthcare occupation.
- 03.12 Identify and compare personal, professional, and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice
- 03.14 Recognize and report illegal and/or unethical practices of healthcare workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concepts. – The student will be able to:

- 04.01 Describe strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices.
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain the basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.

- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.
- 05.0 Recognize and practice safety and security procedures. – The student will be able to:
  - 05.01 Recognize safe and unsafe working conditions and report safety hazards.
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions.
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire, safety, disaster and evacuations procedures.
  - 05.12 Discuss The Joint commission patient safety goals ([www.jointcommission.org](http://www.jointcommission.org) )
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
  - 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification on cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
  - 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand-washing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials according to appropriate government guidelines such as OSHA.
- 08.0 Demonstrate an understanding of information technology applications in healthcare. – The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.

- 08.05 Identify methods of communication to access and distribute data such as fax, e-mail and internet.
- 09.0 Demonstrate employability skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job.
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search.
  - 09.06 Complete a job application form correctly.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.09 Identify acceptable work habits.
  - 09.10 Recognize appropriate affective/professional behavior.
  - 09.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Apply basic math and science skills. – The student will be able to:
- 11.01 Draw, read, and report on graphs, charts and tables.
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimations and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular to 24 hour time.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.

- 11.08 Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions.
- 11.09 Calculate ratios.

**Associate Degree Nursing: Intended outcomes 12-18 complete the occupational exit of Associate Degree Nurse. Inherent within these intended outcomes is the utilization and application of the nursing process (assessment, diagnosis, planning, implementation, and evaluation) across the life span and in diverse settings within the health continuum.**

### **Registered Nurse**

12.0 Demonstrate competencies in the core components of professional nursing-professional behaviors.--The student will be able to:

- 12.01 Practice within the ethical, legal and regulatory frameworks of nursing and standards of professional nursing practice.
- 12.02 Report unsafe practices of healthcare providers using appropriate channels of communication.
- 12.03 Demonstrate accountability for nursing care given by self and or delegated to others.
- 12.04 Use standards of nursing practice to perform and evaluate client care.
- 12.05 Advocate for client rights.
- 12.06 Maintain organizational and client confidentiality.
- 12.07 Practice within the parameters of individual knowledge and experience.
- 12.08 Describe political processes as the processes affect agency specific health care.
- 12.09 Participate as a member of professional organizations.
- 12.10 Serve as a professional role model within healthcare settings and the community at large.
- 12.11 Recognize the impact of political, social, and demographic forces on the delivery of health care.
- 12.12 Participate in lifelong learning.
- 12.13 Develop and implement a plan to meet self learning needs.
- 12.14 Delineate and maintain appropriate professional boundaries in the nurse-client relationship.

13.0 Demonstrate competencies in the core components of professional nursing-communication.--The student will be able to:

- 13.01 Utilize therapeutic communication skills when interacting with clients and significant support person(s).
- 13.02 Communicate relevant, accurate and complete information in a concise and clear manner.
- 13.03 Report and document assessments, interventions and progress toward client outcomes.
- 13.04 Utilize information technology to support and communicate the planning and provision of client care.
- 13.05 Utilize appropriate channels of communication to achieve positive client outcomes.

14.0 Demonstrate competencies in the core components of the professional nurse-assessment.--The student will be able to:

- 14.01 Assess the interaction patterns of the individual client or significant support person(s).
  - 14.02 Assess the developmental, emotional, cultural, religious and spiritual influences on the client's health status.
  - 14.03 Assess the client's health status by completing a health history and performing a physical, cognitive, psychosocial and functional assessment.
  - 14.04 Assess client and significant support person(s) for learning strengths, capabilities, barriers and educational needs.
  - 14.05 Assess the client's response to actual and potential health problems.
  - 14.06 Assess the client's response to interventions.
  - 14.07 Assess the client for changes in health status and identified needs.
  - 14.08 Assess the client's ability to access available community resources.
  - 14.09 Assess the environment for factors that may impact the client's health status.
  - 14.10 Assess the strengths, resources and needs of clients within the context of the community.
- 15.0 Demonstrate competencies in the core components of the professional nurse-clinical decision making.--The student will be able to:
- 15.01 Make clinical judgements and management decisions to ensure accurate and safe care.
  - 15.02 Analyze and utilize assessment and reassessment data to plan care.
  - 15.03 Evaluate the effectiveness of care provided in meeting client outcomes.
  - 15.04 Modify client care as indicated by the evaluation of outcomes.
  - 15.05 Participate in problem identification and data collection for research, quality control or improvement processes to meet client outcomes.
  - 15.06 Use evidence-based information collected electronically or through other means to support clinical decision making.
- 16.0 Demonstrate competencies in the core components of the professional nurse-caring interventions.--The student will be able to:
- 16.01 Protect and promote the client's dignity.
  - 16.02 Identify and honor the emotional, cultural, religious and spiritual influences on the client's health.
  - 16.03 Demonstrate caring behavior towards the client, significant support person(s), peers and other members of the healthcare team.
  - 16.04 Provide accurate and safe nursing care in diverse settings.
  - 16.05 Implement the prescribed care regimen for management of clients with obstetric, pediatric, medical, surgical, or psychiatric problems within the legal and ethical and regulatory framework of nursing practice.
  - 16.06 Perform nursing skills competently to include, but not limited to: medical technology, information management, nutrition and diet therapy, elimination needs, rehabilitation, asepsis, emergency interventions, medication administration, obstetric care, pre and post-operative care, fluid and electrolyte management, , activities of daily living, mobility, cardio-respiratory management, psychiatric interventions.
  - 16.07 Provide a safe physical and psychosocial environment.



- 16.08 Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status, including healthcare and end of life decision-making.
  - 16.09 Assist the client to achieve optimum comfort and functioning, including the pharmacological management of pain and the promotion of sleep.
  - 16.10 Prepare the client and significant support person(s) for intervention, treatment modalities and self-care.
  - 16.11 Support the client and significant support person(s) when making healthcare and end of life decisions.
  - 16.12 Adapt care in consideration of the client's values, customs, culture and/or habits.
  - 16.13 Implement appropriate Joint Commission patient safety goals.
- 17.0 Demonstrate competencies in the core components of the professional nurse-teaching and learning.--The student will be able to:
- 17.01 Develop an individualized teaching plan based on assessed needs.
  - 17.02 Provide the client and significant support person(s) with the information to make choices regarding health.
  - 17.03 Teach the client and significant support person(s) the information and skills needed to achieve the desired learning outcomes.
  - 17.04 Evaluate the progress of the client and significant support person(s) toward achievement of the identified learning outcomes.
  - 17.05 Modify the teaching plan based on evaluation of progress toward meeting the learning outcomes.
  - 17.06 Provide assistive personnel with relevant instruction to support achievement of client outcomes.
- 18.0 Demonstrate competencies in the core components of the professional nurse-collaboration.--The student will be able to:
- 18.01 Work cooperatively with others to achieve client and organizational outcomes.
  - 18.02 Collaborate with the client, significant support person(s), and other members of the health care team to evaluate progress toward achievement of outcomes.
  - 18.03 Interact creatively and openly with others to solve problems to achieve client goals and outcomes.
  - 18.04 Collaborate to bring about fair solutions that balance differing need, values and motivations for the purpose of achieving positive client outcomes.
- 19.0 Demonstrate competencies in the core components of the professional nurse-managing care.--The student will be able to:
- 19.01 Prioritize client care.
  - 19.02 Coordinate the implementation of an individualized plan of care for clients and significant support person(s).
  - 19.03 Facilitate the continuity of care within and across healthcare settings.
  - 19.04 Adapt provision of client care to changing healthcare settings and management systems.
  - 19.05 Assist the client and significant support person(s) to access available resources and services.
  - 19.06 Demonstrate competence with current technologies.

20.0 Demonstrate competencies in the core components of the professional nurse leadership and delegation.--The student will be able to:

- 20.01 Describe the components of leadership.
- 20.02 Contrast leadership and management.
- 20.03 Describe the qualities of an effective leader.
- 20.04 Recognize the importance of followership and relationship building as a key component in the development of leadership skills.
- 20.05 Describe skills necessary for effective leadership of an interdisciplinary team.
- 20.06 Delegate aspects of client care to qualified assistive personnel.
- 20.07 Supervise and evaluate the activities of assistive personnel.
- 20.08 Communicate effectively with all members of the health care team.
- 20.09 Use a coaching/collaborative approach in leading a team.
- 20.10 Coordinate the decision making process with the client, significant support person(s), and other members of the health care team.
- 20.11 Implement nursing strategies that support efficient and cost effective care.
- 20.12 Describe how a leader utilizes research for evidence-based practice effecting positive client outcomes.
- 20.13 Describe the leader's role in the accreditation process.
- 20.14 Employ effective conflict resolution strategies that promote a healthy work environment.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Health Science Education Directed Study  
**Career Cluster:** Health Science Cluster

<b>Secondary – Career Preparatory</b>	
Course Number	8400100
CIP Number	0317999910
Grade Level	10-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
CTSO	HOSA

### **Purpose**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student.

### **Course Structure**

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

### **Laboratory Activities**

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

### **Special Notes**

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Standards**

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

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

2013 - 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science Education Directed Study  
**Course Number:** 8400100  
**Course Credit:** 1

01.0 Demonstrate expertise in a specific occupation within the career cluster.

01.01 The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.

02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results--The student will be able to:

02.01 Select investigative study referencing prior research and knowledge.

02.02 Collect, organize and analyze data accurately and precisely.

02.03 Design procedures to test the research.

02.04 Report, display and defend the results of investigations to audiences that may include professionals and technical experts.

03.0 Apply enhanced leadership and professional career skills--The student will be able to:

03.01 Develop and present a professional presentation offering potential solutions to a current issue.

03.02 Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.

03.03 Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.

03.04 Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.

04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study--The student will be able to:

04.01 Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.

04.02 Read and interpret information relative to the chosen occupation.

04.03 Locate and evaluate key elements of oral and written information.

04.04 Analyze and apply data and/or measurements to solve problems and interpret documents.

04.05 Construct charts/tables/graphs using functions and data.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Orientation to Health Occupations  
**Course Type:** Orientation/Exploratory  
**Career Cluster:** Health Science

Secondary – Middle School	
Course Number	8400110
CIP Number	03179999OR
Grade Level	6-8
Standard Length	Semester
Teacher Certification	HEALTH ED \$4 HEALTH \$6 ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
CTSO	HOSA
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to 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. This course provides hands on experience with necessary skills for any health occupation as well as additional options for specific occupations.

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.

### Laboratory Activities

Laboratory activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

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.

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

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 individual educational plan (IEP) served in exceptional student education or 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.

### **Standards**

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

- 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.
- 08.0 Explore the multiple facets of wellness and disease.
- 09.0 Perform basic health care skills.
- 10.0 Demonstrate employability skills related to a health occupation.
- 11.0 Demonstrate occupational safety.
- 12.0 Describe and use communication features of information technology.
- 13.0 Identify components of network systems.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Orientation to Health Occupations  
**Course Number:** 8400110  
**Course Length:** Semester

**Course Description:**

- 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.
  - 01.02 Discuss health care leaders who brought about change and progress from early times to the present.
- 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.
  - 02.02 Demonstrate an understanding of tasks related to health service careers.
  - 02.03 Identify the personal traits required for employment in health care.
  - 02.04 List factors related to job satisfaction.
  - 02.05 Complete a project, solve a problem, or complete an activity related to a career through team or group work.
  - 02.06 Identify at least three occupations out of each of Health Science Career Pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Bio-technology Research and Development.
  - 02.07 List the advantages and disadvantages of one occupation in each pathway including the following factors; job opportunities, salary range, fringe benefits, working conditions, occupational hazards, and educational requirements.
  - 02.08 Recognize the differences between volunteer and governmental agencies in healthcare.
  - 02.09 Identify types of education and training levels as related to health careers.
  - 02.10 Understand and appreciate the importance of legal and ethical behaviors as related to health careers.
- 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.
  - 03.02 Identify occupations aimed at promoting optimum health.
- 04.0 Demonstrate basic communication skills—The student will be able to:
- 04.01 Demonstrate the ability to follow written and oral directions.
  - 04.02 Demonstrate examples of verbal and non-verbal communication.
  - 04.03 Recognize the role and use of terminology and abbreviations used in various health occupations.



- 05.0 Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker—The student will be able to:
- 05.01 Describe the importance of why accurate calculations and effective problem solving skills are required.
  - 05.02 Accurately identify and perform appropriate numeric procedures with problems found in numeric, symbolic, or word form as they relate to the occupations.
  - 05.03 Convert common weights, measure, and volumes to metric as applied in the health care setting.
- 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.
  - 06.02 Demonstrate an understanding of the risk factors that contribute to illness.
  - 06.03 Identify consequences of substance abuse and high risk behaviors.
  - 06.04 Identify ecological issues that affect wellness and identify environmental careers associated such as parks and recreation, health inspectors, sanitariums.
- 07.0 Demonstrate an understanding of the sciences in the health care field—The student will be able to:
- 07.01 Demonstrate knowledge of how the scientific method and advances in science have impacted beliefs and practices from ancient times to the present.
  - 07.02 Recognize the role science has in the health field.
  - 07.03 Identify the various science educational courses required by various health occupations.
- 08.0 Explore the multiple facets of wellness and disease—The student will be able to:
- 08.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 08.02 Discuss the adverse effects of alcohol, tobacco, and drugs on the human body and strategies to prevent addiction in yourself and others.
  - 08.03 Explain basic concepts of positive self image, body and mental wellness and the effect stress has on both.
  - 08.04 Explore basic information on the dangers of blood borne diseases in healthcare including but not limited to HIV/AIDS and Hepatitis B.
  - 08.05 Explore the need for proper nutrition ([www.myplate.gov](http://www.myplate.gov)) and water intake to maintain wellness.
- 09.0 Perform basic health care skills—The student will be able to:
- 09.01 Measure and record (graph) height, weight, and temperature, pulse and respiration (TPR), intake and output of body fluids.
  - 09.02 Demonstrate medical aseptic technique by hand washing, gloving, and application of mask and gown.
  - 09.03 Perform proper body mechanics to prevent self and patient injuries.
  - 09.04 Demonstrate basic first aid skills including Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver.

- 09.05 Recognize the need for personal comfort measures to include skin care, bed bath, bed making, and mouth care.
  - 09.06 Show an awareness of safe patient transfer techniques.
  - 09.07 Recognize the importance of instructions to patients in safe use of assisting devices.
- 10.0 Demonstrate employability skills related to a health occupation—The student will be able to:
- 10.01 List skills needed for employment in a health occupation of choice.
  - 10.02 At a minimum, demonstrate the skills used within two of the health occupations from the following list:
    - 10.02.01 Allied Health Assisting: Use of a Wheelchair, Crutches and/or Walkers
    - 10.02.02 Visualizing X-rays
    - 10.02.03 Dental Aide: Making Dental Molds
    - 10.02.04 First Responder: Basic First Aide/Rescue Breathing
    - 10.02.05 Home Health Aide: Menu Planning
    - 10.02.06 Patient Feeding Techniques
    - 10.02.07 Vision Care Assisting: Designing Eye Glasses
    - 10.02.08 Personal Fitness Trainer: Create an exercise regimen to either build muscle or lose weight
    - 10.02.09 Pharmacy Technician: Fill a mock prescription
- 11.0 Demonstrate occupational safety—The student will be able to:
- 11.01 Discuss occupational safety issues that relate to the employer, employee, and the patient in the health care setting.
  - 11.02 Demonstrate health safety habits that will prevent injury to health care workers, co-workers, and patients.
  - 11.03 Show an awareness of the importance of identifying poisons and hazardous materials commonly found in the workplace.
  - 11.04 Describe the importance of fire safety including prevention and evacuation.
- 12.0 Identify components of network systems—The student will be able to:
- 12.01 Identify structure to access internet, including hardware and software components.
  - 12.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
  - 12.03 Recognize essential database concepts.
  - 12.04 Define and use additional networking and internet services.
- 13.0 Describe and use communication features of information technology—The student will be able to:
- 13.01 Define important internet communications protocols and their roles in delivering basic Internet services.
  - 13.02 Identify basic principles of the Domain Name System (DNS).
  - 13.03 Identify security issues related to Internet clients.

- 13.04 Identify and use principles of personal information management (PIM), including common applications.
- 13.05 Efficiently transmit text and binary files using popular Internet services.
- 13.06 Conduct a webcast and related services.
- 13.07 Represent technical issues to a non technical audience.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Exploration of Health Occupations and Career Planning  
**Course Type:** Orientation/Exploratory and Career Planning  
**Career Cluster:** Health Science

Secondary – Middle School	
Course Number	8400210
CIP Number	03179999CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> ) VOC HM EC @4 FAM CON SC 1 HEALTH \$6 HEALTH ED @ 3 @4 @6 HEALTH 6
CTSO	HOSA
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to exploratory activities relating to all health occupational clusters. An asterisk (\*) is used to indicate essential competencies for time-shortened scheduling such as six and nine week courses. The course also includes an introduction to medical ethics, consumerism, and characteristics of health care workers, community health agencies and basic computer literacy.

The purpose of this course is to give students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in health, including job requirements and tasks performed, to assist students in making informed decisions regarding their future academic and occupational goals.

### Laboratory Activities

Laboratory activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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.

## **Special Notes**

Special projects that are related to each occupational cluster are provided, including role playing activities related to specific careers, visualizing x-rays and crutch-walking, operating the microscope, and specific lab procedures. Team teaching and integration of the curriculum with English, Math and Science is encouraged.

Guest speakers from industry and related field trips make important contributions to the effectiveness of this course.

## **Career Planning**

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 individual educational plan (IEP) served in exceptional student education or 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.

## **Standards**

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

- 01.0 Identify and discuss progress in health care.
- 02.0 Demonstrate an understanding of health careers.
- 03.0 Demonstrate an understanding of the importance of legal and ethical behavior related to health care.

- 04.0 Perform basic communication skills.
- 05.0 Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker.
- 06.0 Apply science principles to the health care field.
- 07.0 Perform basic health care skills.
- 08.0 Explore the multiple facets of wellness and disease.
- 09.0 Demonstrate occupational safety.
- 10.0 Identify components of network systems.
- 11.0 Describe and use communication features of information technology.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Exploration of Health Occupations and Career Planning  
**Course Number:** 8400210  
**Course Length:** Semester

**Course Description:**

- 01.0 Identify and discuss progress in health care—The student will be able to:
- 01.01 Demonstrate knowledge of how the scientific method and advances in science have impacted beliefs and practices from ancient times to the present.
  - 01.02 Compare the broad scope of health care delivery systems in homes, institutions, and the community.
  - 01.03 Demonstrate ability to make informed decisions regarding choice of health care providers and products.
  - 01.04 Research contributions made in the field of medical science and their impact on the health care field.
- 02.0 Demonstrate an understanding of health careers—The student will be able to:
- 02.01 Identify the personal traits required for employment in health care and discuss factors related to job satisfaction.
  - 02.02 List at least three careers out of each of the health science career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Bio-technology Research and Development.
  - 02.03 Demonstrate the knowledge and skills needed to do research.
  - 02.04 List the advantages and disadvantages of one occupation in each pathway including the following factors; job opportunities, salary range, fringe benefits, working conditions, occupational hazards, and educational requirements.
  - 02.05 Describe a career in detail chosen from one of the health science career pathways.
- 03.0 Demonstrate an understanding of the importance of legal and ethical behavior related to health care—The student will be able to:
- 03.01 Identify responsibilities in maintaining ethical standards, confidentiality, and the patient's rights.
  - 03.02 Define terms related to the legal and ethical aspects of the health care industry. For example: malpractice, negligence, invasion of privacy, quackery, ethics and law, Patients' Bill of Rights.
  - 03.03 Identify ethical and unethical conduct through simulated examples such as role playing, making posters, TV commercials, etc.
- 04.0 Perform basic communication skills—The student will be able to:
- 04.01 Demonstrate ability to follow written and oral directions including effective listening skills.

- 04.02 Demonstrate examples of verbal and non-verbal communication.
  - 04.03 Identify employability skills necessary to obtain a job in health care.
  - 04.04 Demonstrate an understanding of how computers and other technology are used in the health care field.
  - 04.05 Use common medical terminology and abbreviations associated with health occupations.
- 05.0 Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker—The student will be able to:
- 05.01 Identify the importance of why accurate calculations and effective problem solving skills are required for health care workers.
  - 05.02 Calculate mathematical problems and measurements related to health care.
  - 05.03 Convert common weights, measure, and volumes to metric as applied in the health care setting.
- 06.0 Apply science principles to the health care field—The student will be able to:
- 06.01 Understand the role of scientific method in problem solving and medical research.
  - 06.02 Identify the general plan of the human body and how it functions.
  - 06.03 Demonstrate how the principles of physical science, biology, and microbiology apply within the health care industry.
- 07.0 Perform basic health care skills—The student will be able to:
- 07.01 Measure and record (graph) height, weight, and temperature, pulse and respiration (TPR), intake and output of body fluids.
  - 07.02 Demonstrate medical aseptic technique by hand washing, gloving, and application of mask and gown.
  - 07.03 Perform proper body mechanics to prevent self and patient injuries.
  - 07.04 Demonstrate basic first aid skills including Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver.
  - 07.05 Recognize the need for personal comfort measures to include skin care, bed bath, bed making, and mouth care.
  - 07.06 Show an awareness of safe patient transfer techniques.
  - 07.07 Recognize the importance of instructions to patients in safe use of assisting devices.
- 08.0 Explore the multiple facets of wellness and disease—The student will be able to:
- 08.01 Describe strategies for prevention of diseases including health screenings and examinations.
  - 08.02 Discuss the adverse effects of alcohol, tobacco, and drugs on the human body and strategies to prevent addiction in yourself and others.
  - 08.03 Explain basic concepts of positive self image, body and mental wellness and the effect stress has on both.
  - 08.04 Explore basic information on the dangers of blood borne diseases in healthcare including but not limited to HIV/AIDS and Hepatitis B.
  - 08.05 Explore the need for proper nutrition ([www.myplate.gov](http://www.myplate.gov)) and water intake to maintain wellness.



- 09.0 Demonstrate occupational safety—The student will be able to:
- 09.01 Discuss occupational safety issues that relate to the employer, employee, and the patient in the health care setting.
  - 09.02 Demonstrate health safety habits that will prevent injury to health care workers, co-workers, and patients.
  - 09.03 Show an awareness of the importance of identifying poisons and hazardous materials commonly found in the workplace.
  - 09.04 Describe the importance of fire safety including prevention and evacuation.
- 10.0 Identify components of network systems—The student will be able to:
- 10.01 Identify structure to access internet, including hardware and software components.
  - 10.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
  - 10.03 Recognize essential database concepts.
  - 10.04 Define and use additional networking and internet services.
- 11.0 Describe and use communication features of information technology—The student will be able to:
- 11.01 Define important internet communications protocols and their roles in delivering basic Internet services.
  - 11.02 Identify basic principles of the Domain Name System (DNS).
  - 11.03 Identify security issues related to Internet clients.
  - 11.04 Identify and use principles of personal information management (PIM), including common applications.
  - 11.05 Efficiently transmit text and binary files using popular Internet services.
  - 11.06 Conduct a webcast and related services.
  - 11.07 Represent technical issues to a non technical audience.

**Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.**

The student will be able to:

- 12.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 13.0 Develop skills to locate, evaluate, and interpret career information.
- 14.0 Identify and demonstrate processes for making short and long term goals.
- 15.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.
- 16.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 17.0 Identify a career cluster and related pathways that match career and education goals.
- 18.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 19.0 Demonstrate knowledge of technology and its application in career fields/clusters.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Exploration of Health Occupations  
**Course Type:** Orientation/Exploratory  
**Career Cluster:** Health Science

<b>Secondary – Middle School</b>	
Course Number	8400310
CIP Number	03179999EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> ) VOC HM EC @4 FAM CON SC 1 HEALTH \$6 HEALTH ED @3 @4 @6 HEALTH 6
CTSO	HOSA
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### **Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. The content includes but is not limited to exploratory activities relating to all health occupational clusters. An asterisk (\*) is used to indicate essential competencies for time-shortened scheduling such as six and nine week courses. The course also includes an introduction to medical ethics, consumerism, characteristics of health care workers, community health agencies and basic computer literacy.

The purpose of this course is to give students initial exposure to the skills and attitudes associated with a broad range of occupations relating to careers in health, including job requirements and tasks performed, to assist students in making informed decisions regarding their future academic and occupational goals.

### **Laboratory Activities**

Laboratory activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Special projects that are related to each occupational cluster are provided, including role playing activities related to specific careers, visualizing x-rays and crutch-walking, operating the microscope, and specific lab procedures. Team teaching and integration of the curriculum with English, Math and Science is encouraged.

Guest speakers from industry and related field trips make important contributions to the effectiveness of this course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 individual educational plan (IEP) served in exceptional student education or 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.

### **Standards**

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

- 01.0 Identify and discuss progress in health care.
- 02.0 Demonstrate an understanding of health careers.
- 03.0 Demonstrate an understanding of the importance of legal and ethical behavior related to health care.
- 04.0 Perform basic communication skills.
- 05.0 Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker.
- 06.0 Apply science principles to the health care field.
- 07.0 Perform basic health care skills.
- 08.0 Demonstrate occupational safety.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Exploration of Health Occupations  
**Course Number:** 8400310  
**Course Length:** Semester

**Course Description:**

- 01.0 Identify and discuss progress in health care—The student will be able to:
- 01.01 Demonstrate knowledge of how the scientific method and advances in science have impacted beliefs and practices from ancient times to the present.
  - 01.02 Compare the broad scope of health care delivery systems in homes, institutions, and the community.
  - 01.03 Demonstrate ability to make informed decisions regarding choice of health care providers and products.
  - 01.04 Research contributions made in the field of medical science and their impact on the health care field.
- 02.0 Demonstrate an understanding of health careers—The student will be able to:
- 02.01 Identify the personal traits required for employment in health care and discuss factors related to job satisfaction.
  - 02.02 List at least three careers out of each of the health science career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Bio-technology Research and Development.
  - 02.03 Demonstrate the knowledge and skills needed to do research.
  - 02.04 List the advantages and disadvantages of one occupation in each pathway including the following factors; job opportunities, salary range, fringe benefits, working conditions, occupational hazards, and educational requirements.
  - 02.05 Describe a career in detail chosen from one of the health science career pathways.
- 03.0 Demonstrate an understanding of the importance of legal and ethical behavior related to health care—The student will be able to:
- 03.01 Identify responsibilities in maintaining ethical standards, confidentiality, and the patient's rights.
  - 03.02 Define terms related to the legal and ethical aspects of the health care industry. For example: malpractice, negligence, invasion of privacy, quackery, ethics and law, Patients' Bill of Rights.
  - 03.03 Identify ethical and unethical conduct through simulated examples such as role playing, making posters, TV commercials, etc.
- 04.0 Perform basic communication skills—The student will be able to:
- 04.01 Demonstrate ability to follow written and oral directions including effective listening skills.
  - 04.02 Demonstrate examples of verbal and non-verbal communication.

- 04.03 Identify employability skills necessary to obtain a job in health care.
  - 04.04 Demonstrate an understanding of how computers and other technology are used in the health care field.
  - 04.05 Use common medical terminology and abbreviations associated with health occupations.
- 05.0 Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker—The student will be able to:
- 05.01 Identify the importance of why accurate calculations and effective problem solving skills are required for health care workers.
  - 05.02 Calculate mathematical problems and measurements related to health care.
  - 05.03 Convert common weights, measure, and volumes to metric as applied in the health care setting.
- 06.0 Apply science principles to the health care field—The student will be able to:
- 06.01 Understand the role of scientific method in problem solving and medical research.
  - 06.02 Identify the general plan of the human body and how it functions.
  - 06.03 Demonstrate how the principles of physical science, biology, and microbiology apply within the health care industry.
- 07.0 Perform basic health care skills—The student will be able to:
- 07.01 Measure and record (graph) height, weight, and temperature, pulse and respiration (TPR), intake and output of body fluids.
  - 07.02 Demonstrate medical aseptic technique by hand washing, gloving, and application of mask and gown.
  - 07.03 Perform proper body mechanics to prevent self and patient injuries.
  - 07.04 Demonstrate basic first aid skills including Cardiopulmonary resuscitation (CPR) and the Heimlich maneuver.
  - 07.05 Recognize the need for personal comfort measures to include skin care, bed bath, bed making, and mouth care.
  - 07.06 Show an awareness of safe patient transfer techniques.
  - 07.07 Recognize the importance of instructions to patients in safe use of assisting devices.
- 08.0 Demonstrate occupational safety—The student will be able to:
- 08.01 Discuss occupational safety issues that relate to the employer, employee, and the patient in the health care setting.
  - 08.02 Demonstrate health safety habits that will prevent injury to health care workers, co-workers, and patients.
  - 08.03 Show an awareness of the importance of identifying poisons and hazardous materials commonly found in the workplace.
  - 08.04 Describe the importance of fire safety including prevention and evacuation.

2013 – 2014

**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, 30, 31
Standard Length	1 credit
Teacher Certification	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> ) HEALTH ED @ 4 @6 HEALTH 6
CTSO	HOSA
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

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.

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.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

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

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other

eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Perform basic communication skills.
- 02.0 Perform basic mathematics skills used in health care.
- 03.0 Describe the services provided by health occupations career clusters.
- 04.0 Demonstrate basic health skills.
- 05.0 Demonstrate first aid and CPR.
- 06.0 Demonstrate responsible consumer decision making regarding health screening and health care management.
- 07.0 Discuss legal aspects for the health consumer.
- 08.0 Discuss stress and its effect on the individual
- 09.0 Identify the needs of the terminally ill.
- 10.0 Demonstrate knowledge of blood borne diseases, including AIDS.
- 11.0 Relate the use of computers in the health care field.
- 12.0 Demonstrate employability skills.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

- 01.0 Perform basic communication skills—The student will be able to:
- 01.01 Demonstrate examples of verbal and non-verbal communication.
  - 01.02 Differentiate between negative and positive values of defense mechanisms.
  - 01.03 Demonstrate ability to follow written and oral directions.
  - 01.04 Define, pronounce and spell common medical terms and abbreviations necessary to safely carry out medical instructions.
  - 01.05 Discuss the difference between constructive and non-constructive criticism.
- 02.0 Perform basic mathematics skills used in health care—The student will be able to:
- 02.01 Take and record height and weight in various forms of measurement systems used in health care.
  - 02.02 Convert common weights, measures and volumes to metric.
  - 02.03 Convert from regular to 24-hour clock time.
- 03.0 Describe the services provided by health occupations career clusters—The student will be able to:
- 03.01 Discuss the history of health care services.
  - 03.02 Identify the basic components of the health care delivery system.
  - 03.03 List at least 3 types of services provided by the following career clusters:
    - 03.03.01 Nursing Services
    - 03.03.02 Dental Auxiliary
    - 03.03.03 Medical Office
    - 03.03.04 Health Care Information Technology
    - 03.03.05 Emergency Medical Services
    - 03.03.06 Diagnostic Services
    - 03.03.07 Therapeutic Services
    - 03.03.08 Supportive Services
    - 03.03.09 Vision Care Services
    - 03.03.10 Other Health Care Services
  - 03.04 List at least two occupations for each cluster.
  - 03.05 Identify services provided by other health care agencies.
- 04.0 Demonstrate basic health skills. – The student will be able to:
- 04.01 Perform proper handwashing technique.
  - 04.02 Demonstrate proper application and disposal of Personal Protective Equipment (gloves, gown, mask, goggles)

- 04.03 Demonstrate one basic safe transport and/or transfer technique in the home and in emergency situations.
  - 04.04 Demonstrate the use of basic body mechanics technique.
  - 04.05 Demonstrate and record vital signs procedure.
  - 04.06 Demonstrate at least two dental occupational skills from the following list: brushing and flossing techniques, setting up a basic dental tray, and identifying surfaces of the teeth.
  - 04.07 Demonstrate at least two laboratory occupational skills from the following list: operate a microscope, simulate obtaining a culture specimen, prepare a slide, or streak an agar plate.
  - 04.08 Demonstrate at least two physical therapy occupational skills from the following list: range of motion exercises, use of crutches, use of canes, application of ice bags or ice collars, or application of warm water bags.
  - 04.09 Demonstrate at least two medical secretarial occupational skills from the following list: using the telephone, scheduling appointments, typing a business letter or completing, copying, mailing and filing medical records, forms, or using a computer to input and retrieve information.
- 05.0 Demonstrate first aid and CPR—The student will be able to:
- 05.01 Describe wounds and their treatment.
  - 05.02 Identify shock and treatment.
  - 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.
  - 05.06 Demonstrate immobilization for suspected fractures.
  - 05.07 Recognize the signs of heart attack, fainting and seizures, diabetic reactions, and stroke.
  - 05.08 Describe first aid for foreign objects in the eye, ear, air passages, and food passages.
  - 05.09 Determine when a doctor's care is necessary.
  - 05.10 Demonstrate activation of the Emergency Medical System (EMS).
  - 05.11 Perform skills in BLS.
- 06.0 Demonstrate responsible consumer decision making regarding health screening and health care management—The student will be able to:
- 06.01 List ways one can obtain health screening/physical exams.
  - 06.02 Demonstrate Vision Screening.
  - 06.03 Demonstrate ability to test for hearing using simple tools.
  - 06.04 Demonstrate ability to test reflexes.
- 07.0 Discuss legal aspects for the health consumer—The student will be able to:
- 07.01 Explain how the "Good Samaritan" Law protects the first responder in emergency situations.
  - 07.02 Define the "Living Will".
  - 07.03 Discuss legal procedures for donating organs.
  - 07.04 Define and discuss "Generic", over the counter, and brand name prescription drugs.
  - 07.05 Discuss the need for health insurance.

- 07.06 Discuss how to select physicians, dentists, hospitals, and pharmacies according to individual needs.
- 08.0 Discuss stress and its effect on the individual–The student will be able to:
  - 08.01 Define stress/stressors.
  - 08.02 Identify problem solving skills to resolve stress.
  - 08.03 Discuss various crises intervention services available in the local community.
  - 08.04 Identify factors that explain why health occupations are emotionally and physically demanding.
  - 08.05 Discuss the demanding time schedule expected of the health care worker (24 hr./day, 7 days/week, 52 weeks/year).
- 09.0 Identify the needs of the terminally ill–The student will be able to:
  - 09.01 Discuss death and dying.
  - 09.02 Define stages of grief.
  - 09.03 Describe mortuary science.
  - 09.04 Discuss and describe services provided by funeral directors/funeral homes.
  - 09.05 Identify community support agencies for the terminally ill.
- 10.0 Demonstrate knowledge of blood borne diseases, including AIDS–The student will be able to:
  - 10.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens.
  - 10.02 Identify community resources and services available to the individual with diseases caused by blood borne pathogens.
  - 10.03 Identify at risk behaviors which promote the spread of AIDS and the public education necessary to combat the spread of diseases caused by blood borne pathogens.
  - 10.04 Apply infection control techniques designed to prevent the spread of diseases to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.05 Demonstrate knowledge of the legal aspect of AIDS, including testing.
- 11.0 Relate the use of computers in the health care field–The student will be able to:
  - 11.01 Identify careers that require computer knowledge in the health care setting.
  - 11.02 Discuss how computers affect legal and ethical questions in the health field.
  - 11.03 Discuss how computers have affected changes in health care and the health care system.
- 12.0 Demonstrate employability skills–The student will be able to:
  - 12.01 Locate and identify local job openings in health care.
  - 12.02 Complete a job application.
  - 12.03 Prepare for a job interview.
  - 12.04 Discuss professionalism and the ethical role and responsibility of the healthcare worker.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Health Science Education Cooperative OJT  
**Course Type:** Career Preparatory  
**Career Cluster:** Health Science

	<b>Secondary</b>	<b>PSAV</b>
Course Number	8400410	H179999
CIP Number	03179999CP	03179999CP
Grade Level	10-12, 30, 31	30, 31
Standard Length	Multiple credits	Multiple hours
Teacher Certification	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )	
CTSO	HOSA	HOSA

### **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 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 cluster.

**Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.**

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Health Science Cooperative OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

## Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

## **Standards**

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

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**2013 – 2014**

**Florida Department of Education  
Student Performance Standards**

**Program Title: Health Science Education Cooperative OJT**  
**Secondary Number: 8400410**  
**PSAV Number: H179999**

01.0 Perform designated job skills--The student will be able to:

- 01.01 Perform tasks as outlined in the training plan.
- 01.02 Demonstrate job performance skills.
- 01.03 Demonstrate safety procedures on the job.
- 01.04 Maintain appropriate records.
- 01.05 Attain an acceptable level of productivity.
- 01.06 Demonstrate appropriate dress and grooming habits.

02.0 Demonstrate work ethics--The student will be able to:

- 02.01 Follow directions.
- 02.02 Demonstrate good human relations skills on the job.
- 02.03 Demonstrate good work habits.
- 02.04 Demonstrate acceptable business ethics.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health and Wellness  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory	
Program Number	8417000
CIP Number	0331050405
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	Health Science 1 and 2 ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Health and Wellness 3 PH THER TEC @7 G HEALTH FIT SPEC 7G MED PROF 7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 39-9031 Fitness Trainers and Aerobics Instructors
Facility Code	253 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 content includes but is not limited to planning, management, finance, technical and production skills, applied aspect of leadership, underlying principles of technology, labor issues,



community issues and health, safety, and environmental issues. Work based learning experiences are an integral part of this program.

The purpose of this program is to prepare students for the wellness and fitness marketplace and its various components such as instruct or coach groups or individuals in exercise activities and the fundamentals of an individual's health and wellness. Personal trainers demonstrate techniques and methods of participation and observe participants and inform them of corrective measures necessary to improve their skills and personal health.

### Program Structure

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

Health Science 1 (one credit)  
Health Science 2 (one credit)

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417120	Health and Wellness 3	1 credit	39-9031	2

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### Special Notes

The purpose of the programs in this cluster is to prepare students for employment or advanced training in the health occupations industry. The programs in this cluster also provide students the opportunity to be cross-trained in a variety of entry level positions.

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1, Health Science 2, and Health and Wellness 3, the student is eligible to take the American College of Sports Medicine Certified Personal Trainer Certification.

However, In order for students to participate in the ACSM Certified Personal Trainer Certification exam they must be 18 years of age, have earned a high school diploma, and hold a current Adult AHA CPR certification. For more information on this exam please visit [www.acsm.org](http://www.acsm.org)

This program meets the Department of Health HIV/AIDS, Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

**Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Health and Wellness 3	^^	^^	^^	29/53 55%	1/52 2%	4/56 7%	1/55 2%	1/58 2%	2/35 6%	1/42 2%	1/56 2%	1/53 2%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fl DOE.org/workforce/dwdframe/essential\\_skills.asp](http://www.fl DOE.org/workforce/dwdframe/essential_skills.asp)).

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of

the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards:**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations
- 12.0 Recognize and practice infection control procedures
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.

- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Identify and classify management and human resource strategies.
- 23.0 Demonstrate a working knowledge of current and legal issues in fitness and wellness.
- 24.0 Identify and describe fiscal and facility development.
- 25.0 Identify and describe basic human anatomy and physiology in relation to personal fitness or personal training.
- 26.0 Define, identify and describe basic fitness, wellness, and exercise prescription and programming concepts.
- 27.0 Classify and demonstrate competence and skill in the care and prevention of athletic injuries.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
 # Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.

02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team.
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.



06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE 2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills—The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict. .
  - 21.07 Demonstrate effective techniques for managing team conflict.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health and Wellness 3  
**Course Number:** 8417120  
**Course Credit:** 1

**Course Description:**

This course prepares students to be employed as Personal Trainers. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a personal trainer, develop and implement exercise programs for apparently healthy individuals or those who have medical clearance to exercise, proficiency in the appropriate fitness equipment used, as well as a foundation in the musculo-skeletal system of the body.

The student completing this course will be able to perform the following intended outcomes and student performance standards:

- 22.0 Identify and classify management and human resource strategies—The student will be able to:
- 22.01 Identify management leadership styles.
  - 22.02 Identify the major functions of management.
  - 22.03 Classify activities as part of the planning function of management.
  - 22.04 Classify activities as part of the organizing function of management.
  - 22.05 Classify activities as part of the staffing function of management.
  - 22.06 Classify activities as part of the directing /controlling function of management.
  - 22.07 Select the most effective communication system.
  - 22.08 Demonstrate knowledge of the relationship between authority and responsibility to task accomplishment.
- 23.0 Demonstrate a working knowledge of current and legal issues in fitness and wellness—The student will be able to:
- 23.01 Demonstrate an understanding of negligence and basic legal terms.
  - 23.02 Demonstrate an understanding of contract law.
  - 23.03 Demonstrate an understanding of labor law.
  - 23.04 Demonstrate an understanding of anti-trust law.
  - 23.05 Demonstrate an understanding of workers compensation law.
  - 23.06 Demonstrate an understanding of tort law.
  - 23.07 Demonstrate an understanding of disability laws
  - 23.08 Demonstrate an understanding of the athletic administrator's/coaches legal duties.
  - 23.09 Demonstrate an understanding of gender equity.
  - 23.10 Demonstrate an understanding of the requirements for and ethical issues associated with administering drug testing.
  - 23.11 Prepare outline and deliver a short oral presentation regarding a current and/or legal issue related to fitness and wellness.
- 24.0 Identify and describe fiscal and facility development—The student will be able to:

- 24.01 Identify various types of budgets.
- 24.02 Identify sources of funding for high school/college athletics
- 24.03 Identify components of a budget.
- 24.04 Identify requisitions and purchase orders and their use.
- 24.05 Describe the process of inventory control.
- 24.06 Describe the importance of a market analysis for the construction of an athletic facility.
- 24.07 Identify the individuals in groups in the planning process of construction.
- 24.08 Discuss the sources of funding for the construction of a facility.

25.0 Identify and describe basic human anatomy and physiology in relation to personal fitness or personal training—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.13, 14, 16, 19, 20, 21, 27, 28, 29, 30, 31, 34, 35, 36, 40, 42, 44, 46, 47, 48, 49, 50, 52; SC.912.L.16.3; SC.912.L.18.6, 8

- 25.01 Identify directional terms referring to areas of the body.
- 25.02 Describe the human skeleton form, including names and function of the bones.
- 25.03 Describe the structure and function of the three types of muscles.
- 25.04 Describe the anatomy of the human nervous system and its functions.
- 25.05 Describe the endocrine glands, including location and function.
- 25.06 Discuss basic hematology, including composition of blood, Rh factor and clotting.
- 25.07 Discuss how the immune system functions.
- 25.08 Describe the anatomy of the lymphatic division and the vascular system.
- 25.09 Describe the anatomy and physiology of the heart and its functions.
- 25.10 Describe the human circulatory systems and its pathways.
- 25.11 Describe the structure and function of the respiratory system.
- 25.12 Describe and demonstrate cardio-pulmonary resuscitation and the Heimlich maneuver.
- 25.13 Describe the anatomy of the human digestive system and absorption of foods
- 25.14 Demonstrate an understanding of the anatomy of the urinary system and the physiology of the kidney.
- 25.15 Describe the anatomy and physiology of the male and female reproductive systems.

26.0 Define, identify and describe basic fitness, wellness, and exercise prescription and programming concepts—The students will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.39; SC.912.L.16.18; SC.912.L.18.2, 3, 4; SC.912.N.1.1

- 26.01 Classify health fitness standards, including components of wellness, and describe health appraisals, fitness assessments and exercise prescriptions.
- 26.02 Identify lifestyle factors that improve health and increase longevity.
- 26.03 Identify risk factors that may interfere with safe participation in exercise.
- 26.04 Define basic nutrition and describe its relationship to health, wellness, and weight management.
- 26.05 Discuss the national Dietary Guidelines for Americans.



- 26.06 Identify and describe the relationship between nutrition, diet and athletic performance.
  - 26.07 Create a nutrition and wellness research paper.
  - 26.08 Define body composition and its relationship to assessment of recommended body weight.
  - 26.09 Identify various techniques used to assess body composition.
  - 26.10 Describe the physiology of weight loss and management.
  - 26.11 Identify components and benefits of a lifetime exercise program and staying healthy.
  - 26.12 Define cardio-respiratory endurance and the benefits of cardio-respiratory endurance training.
  - 26.13 Define aerobic and anaerobic exercise.
  - 26.14 Define and identify the principles that govern cardio-respiratory exercise prescription: intensity, mode, duration, and frequency.
  - 26.15 Define muscular strength and muscular endurance.
  - 26.16 Define and understand muscular flexibility.
  - 26.17 Define and understand the role of fitness in relation to stress management and maintaining health.
  - 26.18 Define and understand the major risk factors that lead to coronary heart disease.
  - 26.19 Discuss the health effects of tobacco use.
  - 26.20 Define and understand the benefits of a smoking-cessation program.
  - 26.21 Describe the relationship between fitness and aging.
  - 26.22 Define and describe factors on how to select appropriate exercise.
  - 26.23 Demonstrate safe and proper techniques in using fitness and personal training equipment.
  - 26.24 Develop experiences to help individuals enhance their personal health, as well as develop sound programs for others.
  - 26.25 Design a training program that includes various components of fitness, body composition, muscular strength, flexibility, nutrition, and weight management.
- 27.0 Classify and demonstrate competence and skill in the care and prevention of athletic injuries – The students will be able to:
- 27.01 Demonstrate skills necessary to recognize the causes and preventative measures associated with athletic participation.
  - 27.02 Discuss selection and use of appropriate treatment modalities for athletic injuries.
  - 27.03 Identify acceptable selection and usage of rehabilitation and reconditioning techniques.
  - 27.04 Demonstrate knowledge and understanding of care and prevention of athletic injuries.
  - 27.05 Demonstrate basic taping and strapping techniques.
  - 27.06 Demonstrate application of standard first aid.
  - 27.07 Classify appropriate use of protective equipment.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Orientation to Nursing  
**Course Type:** Orientation/Exploratory  
**Career Cluster:** Health Science

Secondary – Middle School	
Course Number	8417106
CIP Number	0351260302
Grade Level	6-8
Standard Length	Semester
Teacher Certification	PRAC NURSE @7 G *(Registered Nurse) REG NURSE 7 G
CTSO	HOSA
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### **Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster.

The content includes but is not limited to basic information about the skills required, available, career paths, specializations, financial rewards, occupational hazards, and educational requirements. Information concerning the practices for promoting good health is included.

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.

### **Laboratory Activities**

Laboratory activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The purpose of this course is to acquaint students with career opportunities and job requirements in the field of nursing which will enable students to consider career objectives and interests.

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.

Special projects that are related to nursing are provided, including role playing activities of daily living as a handicapped individual, developing an emergency evacuation plan for their own home, menu planning and feeding techniques, applying slings, use of wheelchairs, and creating their own nursing career plan. Team teaching and integration of the curriculum with English, Math and Science is encouraged.

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

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

Health Occupations Students of America, Inc. (HOSA), is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 individual educational plan (IEP) served in exceptional student education or 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.

### **Standards**

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

- 01.0 Discuss the history of nursing.
- 02.0 Discuss personal qualities essential to nurses.
- 03.0 Show an awareness of various career pathways for nursing services and occupations.
- 04.0 List skills performed by various levels of nursing occupations.
- 05.0 Identify life stages and the health care needs of each.
- 06.0 Demonstrate basic communication skills.
- 07.0 Perform basic mathematical calculations and demonstrate problem solving skills used by nurses.
- 08.0 Demonstrate an understanding of principles of wellness.
- 09.0 Demonstrate an understanding of the sciences in nursing.
- 10.0 Discuss various job settings for nurses.

- 11.0 Demonstrate employability skills related to nursing.
- 12.0 Identify components of network systems.
- 13.0 Describe and use communication features of information technology.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Orientation to Nursing  
**Course Number:** 8417106  
**Course Length:** Semester

**Course Description:**

- 01.0 Discuss the history of nursing--The student will be able to:
- 01.01 Compare nursing care from early times to the present. For example: families, religious orders, wars, modern treatment and equipment.
  - 01.02 Discuss early pioneers in nursing such as Phoebe, Clara Barton, Florence Nightingale.
- 02.0 Discuss personal qualities essential to nurses--The student will be able to:
- 02.01 Describe the personal traits of an ideal nurse.
  - 02.02 List their own personal traits that would assist them in nursing and those that would need to be improved or developed.
  - 02.03 Discuss the importance of legal and ethical behaviors as related to nursing.
- 03.0 Show an awareness of various career pathways for nursing services and occupations--The student will be able to:
- 03.01 Identify and classify what careers fall under the nursing service category and cluster (eg. C.N.A.s, PCTs, LPNs, ADNs, diploma R.N.s, B.S.N.s, M.S.N.s, PhDs, and DNs) and identify various pathways to reach these levels.
  - 03.02 List various institutions where training for nursing careers is available.
  - 03.03 Identify types of education and training levels as it relates to nursing services/occupations.
  - 03.04 List the advantages and disadvantages of one occupation including the following factors: job opportunities, salary ranges, fringe benefits, working conditions, and occupational hazards.
- 04.0 List skills performed by various levels of nursing occupations--The student will be able to:
- 04.01 Identify representative skills of nursing assistants and home health aides.
  - 04.02 Identify representative skills of patient care technicians.
  - 04.03 Identify representative skills of practical nurses.
  - 04.04 Identify representative skills of professional nurses
  - 04.05 Identify representative skills of nursing specialties.
- 05.0 Identify life stages and the health care needs of each--The student will be able to:
- 05.01 Describe common health care needs from birth to death and identify how nurses help address those needs.
  - 05.02 Identify how nurses promote optimum health.

- 05.03 Identify how cultural diversity/transcultural nursing affects health care needs at different life stages.
- 06.0 Demonstrate basic communication skills--The student will be able to:
  - 06.01 Demonstrate the ability to follow written and oral directions.
  - 06.02 Demonstrate examples of verbal and non-verbal communication.
  - 06.03 Recognize the role and use of basic terminology and abbreviations used in nursing.
- 07.0 Perform basic mathematical calculations and demonstrate problem solving skills used by nurses--The student will be able to:
  - 07.01 Describe the importance of why accurate calculations and effective problem solving skills are required.
  - 07.02 Accurately identify and perform appropriate numeric procedures with problems found in numeric, symbolic, or word form as they relate to nursing occupations.
- 08.0 Demonstrate an understanding of the principles of wellness--The student will be able to:
  - 08.01 Describe how cultural and individual differences in lifestyles relate to wellness and quality of life and how these differences impact health problems of society.
  - 08.02 Demonstrate an understanding of the risk factors that contribute to illness.
  - 08.03 Identify consequences of substance abuse and high risk factors.
- 09.0 Demonstrate an understanding of the sciences in nursing--The student will be able to:
  - 09.01 Recognize the role science has in nursing.
- 10.0 Discuss various job settings for nurses--The student will be able to:
  - 10.01 Recognize various settings that employ nurses.
  - 10.02 Compare salaries and benefits of various levels of nursing and various employment settings.
  - 10.03 Discuss pros and cons of nursing jobs in various settings.
- 11.0 Demonstrate employability skills related to nursing--The student will be able to:
  - 11.01 List skills needed for employment as a nurse.
  - 11.02 At a minimum, demonstrate the skills used within nursing from the following list:
    - 11.02.01 Basic First Aide
    - 11.02.02 Application of Slings
    - 11.02.03 Patient Menu Planning and Feeding Techniques
    - 11.02.04 Use of Wheelchairs, Crutches and/or Walkers
- 12.0 Identify components of network systems--The student will be able to:
  - 12.01 Identify structure to access internet, including hardware and software components.
  - 12.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

- 12.03 Recognize essential database concepts.
- 12.04 Define and use additional networking and internet services.
- 13.0 Describe and use communication features of information technology—The student will be able to:
  - 13.01 Define important internet communications protocols and their roles in delivering basic Internet services.
  - 13.02 Identify basic principles of the Domain Name System (DNS).
  - 13.03 Identify security issues related to Internet clients.
  - 13.04 Identify and use principles of personal information management (PIM), including common applications.
  - 13.05 Efficiently transmit text and binary files using popular Internet services.
  - 13.06 Conduct a webcast and related services.
  - 13.07 Represent technical issues to a non technical audience.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Allied Health Assisting  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory	
Program Number	8417130
CIP Number	0317029903
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other
Facility Code	253 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 content includes but is not limited to performing skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included, with instructor provided competencies. **Such competencies must remain at the aide level and not go beyond the scope of practice of unlicensed assistive personnel. Invasive**



**procedures that fall into the nursing scope of practice are not to be added.** Clinical experience is defined as activities performed in the clinical setting under the supervision of a health professional duly certified/licensed in the selected occupational fields. Simulated labs are not a substitute for clinical experience. School certificates for this module must be for "Allied Health Assistant". Specific competencies may be listed on the back.

### Program Structure

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)

8417110 - Health Science 2 (one credit)

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417131	Allied Health Assisting 3	1 credit	31-9099	2

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### Special Notes

For each skill set, the teacher certification used must also be able to teach programs that encompass the competencies being taught. The teacher certifications that teach the individual skill sets should be experienced and capable in the skills themselves in order to teach.

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

**Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Allied Health Assisting 3	^^	^^	^^	25/53 47%	3/52 6%	15/56 27%	3/55 5%	3/58 5%	14/35 40%	3/42 7%	4/56 7%	3/53 6%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.
- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.

- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Perform skills representative of at least three major allied health areas in the school laboratory before beginning the clinical phase.
- 23.0 Successfully complete a clinical rotation in at least three major allied health areas.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.

02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.



06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis.
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills—The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict.
  - 21.07 Demonstrate effective techniques for managing team conflict.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Allied Health Assisting 3  
**Course Number:** 8417131  
**Course Credit:** 1

**Course Description:**

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies

The student completing this course will have completed and be able to perform the following intended outcomes and student performance standards:

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	15/56 27%	Anatomy/Physiology Honors	25/53 47%	Astronomy Solar/Galactic Honors	3/52 6%
Algebra 2	^^	Chemistry 1	3/55 5%	Genetics	14/35 40%	Marine Science 1 Honors	3/42 7%
Geometry	^^	Physics 1	3/53 6%	Earth-Space Science	3/58 5%	Physical Science	4/56 7%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
 # Alignment attempted, but no correlation to academic course.

22.0 Perform skills representative of 1-3 major allied health areas in the school laboratory before beginning the clinical phase—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.14, 34, 36, 38, 39, 47; SC.912.L.18.11; SC.912.N.1.1; SC.912.P.11.10;

22.01 Perform skills related to the body systems.

22.02 If unlicensed clinical laboratory type skills is one of the selected allied health areas to be taught, only procedures that are exempt from clinical laboratory personnel licensure requirements will be presented and students will:

22.02.01 Perform waived testing on blood and urine.

22.02.02 Prepare blood slides for differential blood count.

22.02.03 Plate microbiological specimen on appropriate media.

22.02.04 Report urine specific gravity, color and characteristics.

22.02.05 Perform centrifuge operation and maintenance.

- 22.02.06 Name (or identify) and explain the use of the common instruments/equipment found in the clinical laboratory.
  - 22.02.07 Demonstrate knowledge of specimen differentiation and procedure interference's.
  - 22.02.08 Perform communication skills specifically related to laboratory science.
  - 22.02.09 Using an artificial arm, perform venipunctures.
  - 22.02.10 Name and discuss the specialty areas within laboratory (hematology, clinical chemistry, microbiology, etc.)
  - 22.02.11 Explain the criteria set forth in CLIA to classify laboratory testing as waived, moderate complexity or high complexity.
  - 22.02.12 Explain the levels and qualifications for testing personnel as set forth in CLIA (complexity based) and as established by state law (licensure categories).
  - 22.02.13 Practice and demonstrate how to properly and safely use a microscope.
- 22.03 If unlicensed physical restorative type skills is one of the selected allied health areas to be taught, students will:
- This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.12, 13, 14, 15, 16, 17, 18, 19, 20; SC.912.N.1.1; SC.912.P.10.4
- 22.03.01 Describe the functions of bones and muscles as related to the practice of physical therapy.
  - 22.03.02 Define disability and identify types of disabilities.
  - 22.03.03 Name and discuss the avenues of physical therapy practice.
  - 22.03.04 Describe equipment used in physical therapy.
  - 22.03.05 Teach crutch and walker use and care.
  - 22.03.06 Perform safe body mechanics and transfer
  - 22.03.07 Demonstrate an understanding of the use of modalities (i.e. Ultrasound, heat and cold therapeutic massage, E-STEM, wound care, elastic stockings)
  - 22.03.08 Perform hydrotherapy.
  - 22.03.09 Perform communication skills specifically related to physical therapy.
  - 22.03.10 Assist clients to eat using prompting.
  - 22.03.11 Identify, describe, and demonstrate the use of devices.
  - 22.03.12 Identify augmented communication devices and purpose of each.
  - 22.03.13 Demonstrate techniques used in active and passive range of motion exercises.
  - 22.03.14 Instruct patients in bed/wheelchair mobility.
  - 22.03.15 Describe the relationship between long-term and short-term goals.
- 22.04 If unlicensed occupational restorative type skills is one of the selected allied health areas to be taught, students will:
- This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1
- 22.04.01 Describe equipment used in occupational therapy.
  - 22.04.02 Make splints.



- 22.04.03 Perform feeding and dressing skills using adaptive equipment.
- 22.04.04 Perform feeding and dressing skills using one hand.
- 22.04.05 Perform communication skills specifically related to occupational therapy.
- 22.04.06 Perform and instruct range and motion exercises.
- 22.04.07 Name and discuss the avenues of occupational therapy practice.
- 22.04.08 Train the client in clothing care skills.
- 22.04.09 Train the client in food preparation skills.
- 22.04.10 Train the client in money management skills.

- 22.05 If unlicensed respiratory restorative type skills is one of the selected allied health areas to be taught, students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.36, 37, 38, 39, 40, 41, 44; SC.912.N.1.1

- 22.05.01 Name and discuss the avenues of Respiratory Care Practice.
- 22.05.02 Describe common respiratory diseases (asthma, emphysema, chronic bronchitis, atelectasis) and common medications used to treat respiratory diseases.
- 22.05.03 Recognize normal breath sounds when auscultating the chest with a stethoscope.
- 22.05.04 Assemble and practice using gas reducing and flow regulating equipment.
- 22.05.05 Demonstrate and discuss the use of incentive spirometers.
- 22.05.06 Differentiate between various oxygen delivery devices (nasal cannulas, simple and re-breathing masks, oxyhoods, enclosures).
- 22.05.07 Stock shelves with, process, and perform preventative maintenance on respiratory care equipment.
- 22.05.08 Check emergency equipment assigned to respiratory care.
- 22.05.09 Demonstrate/discuss the use of postural drainage and percussion.
- 22.05.10 Discuss and practice the use of the pulse oxymeter.
- 22.05.11 Describe the equipment and use of humidity/aerosol.

- 22.06 If medical administrative assisting type skills is one of the selected allied health areas to be taught, students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.P.10.18

- 22.06.01 Demonstrate an understanding of basic medical terminology e.g. prefixes, suffixes and root words related to major body systems.
- 22.06.02 Demonstrate an understanding of straight numerical, alphabetical and terminal digit filing.
- 22.06.03 Demonstrate computer literacy, keyboarding and retrieval skills.
- 22.06.04 List procedures for scheduling and referring patients, and handling walk-in emergency patients.
- 22.06.05 Understand what is required to create and submit a medical bill
- 22.06.06 Define a Release of Medical Information, Explanation of Benefit, Assignment of Benefit and Electronic Remittance Advice.

- 22.06.07 Develop and understanding of the term HMO and be able to interpret the information contained on the patient's insurance card.
- 22.06.08 Understand the financial terms and procedures involved in operating a medical office practice, including Income, Expense, Accounts Receivable, Accounts payable, Cash and Accrual Accounting, Write-off Adjustments.

22.07 If unlicensed Radiologic type skills is one of the selected allied health areas to be taught, students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.36

- 22.07.01 Identify the function of a cassette, film, and screen.
- 22.07.02 Describe how radiation produces an image on film.
- 22.07.03 Identify the process by which x-ray film is developed.
- 22.07.04 Process a film through an automatic processor.
- 22.07.05 Identify anatomical position and terminology medial, lateral, superior, inferior, anterior/ventral, and posterior/dorsal).
- 22.07.06 Identify patient properly (check identification band, etc.)
- 22.07.07 Explain appropriate exam(s) to the patient.
- 22.07.08 Perform safe body mechanics and transferring skills of patient onto x-ray table.
- 22.07.09 Position patient for exam(s) (chest, KUB, hand and foot).
- 22.07.10 Position x-ray tube to simulate exposure for exam(s) (chest, KUB, hand and foot).
- 22.07.11 Position patient in supine, prone, lateral, oblique, AP, PA of appropriate part.
- 22.07.12 Use an artificial arm to perform venipuncture.

22.08 If unlicensed electrocardiograph aide type skills are to be taught, students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.36; SC.912.N.1.1

- 22.08.01 Describe the cardiovascular system.
- 22.08.02 Demonstrate knowledge of, apply and use medical instrumentation modalities.
- 22.08.03 Perform patient care techniques in the health care facility.

22.09 If unlicensed phlebotomy aide type skills are to be taught, students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.36; SC.912.N.1.1

- 22.09.01 Demonstrate accepted professional communication and interpersonal skills of a phlebotomist.
- 22.09.02 Discuss phlebotomy in relation to the health care setting.
- 22.09.03 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist.

- 22.09.04 Recognize and identify collection reagents, supplies, equipment and interfering chemical substances.
- 22.09.05 Demonstrate skills and knowledge necessary to perform phlebotomy.
- 22.09.06 Practice accepted procedures of transporting, accessioning and processing specimens.
- 22.09.07 Practice quality assurance and safety.

22.10 If unlicensed geriatric type skills are to be taught, (for students completing nurse assisting only) students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.51, 52

- 22.10.01 Recognize types of long term care facilities and levels of care.
- 22.10.02 Be familiar with legislation affecting long term care.
- 22.10.03 Discuss physical and emotional effects of aging and appropriate ways of dealing with them.
- 22.10.04 Recognize the stages of dementia and the care of residents in each stage.
- 22.10.05 Discuss reality orientation, reminiscing, and validation therapy.
- 22.10.06 Describe the effects of aging on nutritional needs.
- 22.10.07 Provide for the safety of the elderly and chronically ill patient, including prevention of falls, prevention of infections, provision of a safe environment and prompt attendance to patients' needs.
- 22.10.08 Check integrity of patient's skin condition and take appropriate actions when needed.
- 22.10.09 Recognize common chronic illnesses and the special care required.
- 22.10.10 Provide appropriate end of life care.
- 22.10.11 Describe common medications taken by the elderly and chronically ill, their effects, and side effects.

22.11 If electrocardiograph monitor technician is to be taught, students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.36; SC.912.N.1.1

- 22.11.01 Describe the cardiovascular system.
- 22.11.02 Identify legal and ethical responsibilities of an EKG/ECG monitor tech.
- 22.11.03 Demonstrate knowledge of, apply and use medical instrumentation modalities.
- 22.11.04 Recognize normal and abnormal monitoring.

22.12 If unlicensed veterinary type skills is one of the selected allied health areas to be taught, students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.52; SC.912.L.15.6; SC.912.L.16.10; SC.912.N.1.1

- 22.12.01 Discuss ethical considerations related to animal care and use.
- 22.12.02 Describe Science within the animal care industry.
- 22.12.03 Identify common domestic animal species and breeds.

- 22.12.04 Apply academic skills to animal care situations terminology, veterinary medical dosages.
  - 22.12.05 Describe basic concepts of animal nutrition.
  - 22.12.06 Provide appropriate general care to a variety of common companion animal species.
  - 22.12.07 Safely handle, restrain, confine, and examine companion animals,
  - 22.12.08 Demonstrate proper grooming techniques for animals.
  - 22.12.09 Socialize young animals and basic obedience train dogs.
  - 22.12.10 Describe and demonstrate procedures for identifying, preventing, and controlling diseases of companion animals and zoonotic diseases.
  - 22.12.11 Demonstrate basic knowledge of laboratory procedures used in veterinary practice.
  - 22.12.12 Assist with veterinary nursing procedures.
  - 22.12.13 Demonstrate knowledge of veterinary office procedures.
- 22.13 If housekeeping type skills is one of the selected allied health areas to be taught, students will:
- 22.13.01 Organize and maintain supplies and equipment.
  - 22.13.02 Use housekeeping equipment
  - 22.13.03 Care for and distribute laundry.
  - 22.13.04 Perform housekeeping activities.
  - 22.13.05 Care for the cleaning and maintenance of horizontal and vertical surfaces within facility.
  - 22.13.06 Identify chemicals and their proper use
  - 22.13.07 Demonstrate safety, security, and sanitation skills.
- 22.14 If biomedical research type skills is one of the selected allied health areas to be taught, students will:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.6; SC.912.L.15.15; SC.912.L.16.1, 2, 3, 4, 5, 6, 7, 8, 9, 10

- 22.14.01 Comprehend technical vocabulary.
- 22.14.02 Document lab results accurately.
- 22.14.03 Recognize hazardous lab conditions.
- 22.14.04 Maintain safe work environment, including but not limited to correct handling, storing, and disposing of hazardous materials, and use of personal protective equipment.
- 22.14.05 Research regulatory bodies (OSHA, NIH, NR, DOT, EPA, CDC, NRC, CLIA, DEA and FDA)
- 22.14.06 Discuss testing methods and inspection procedures in relation to quality control.
- 22.14.07 Monitor environmental conditions of research facility (growth chamber, greenhouse, seed storage room, animal housing or manufacturing site).
- 22.14.08 Discuss the proper utilization of test plants and animals.
- 22.14.09 Prepare solutions and reagents for laboratory use.
- 22.14.10 Operate laboratory equipment.
- 22.14.11 Identify common microorganisms.
- 22.14.12 Explain how to culture and perform bioassays.

- 22.14.13 Discuss genetic engineering skills.
- 22.14.14 Utilize problem solving skills.
- 22.14.15 Practice asepsis.
- 22.14.16 Discuss sterilization techniques, including proper packaging of sterile goods.

23.0 Successfully complete a clinical rotation in at least 3 major allied health areas--The student will be able to:

- 23.01 Demonstrate skills in the clinical setting as outlined in 22.0.
- 23.02 Complete three (3) clinical rotations under the supervision of a duly licensed/certified allied health care worker.
- 23.03 Exhibit behavior consistent with the professional ethics required of each of the allied health areas being studied.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Aide  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory	
Program Number	8417140
CIP Number	0351060103
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	Health Science 1 and 2 ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Dental Aide 3 DENTAL HYG @7 DENTAL ASST @7 G DENTAL TEC \$7 \$G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to provide classroom theory and practical application in tasks related to dental office asepsis and sterilization and disinfection procedures in the dental environment.

It is designed to prepare students for employment as dental aides specializing as dental sterilization technicians (industry title) SOC 31-9099 (Healthcare Support Workers, all other) in a dental office or clinic, or to pursue advanced postsecondary dental science education.

### Program Structure

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)  
8417110 - Health Science 2 (one credit)

This program is a planned sequence of instruction consisting of 2 occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417141	Dental Aide 3	1 credit	31-9099	2

### Laboratory Activities

Simulated laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### Special Notes

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

### **Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

<b>Academic Subject Area</b>	<b>Academic Course</b>
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

<b>Course</b>	<b>Math</b>			<b>Science</b>								
	<b>ALG1</b>	<b>ALG2</b>	<b>GEO</b>	<b>APH</b>	<b>ASGH</b>	<b>BIO1</b>	<b>CHM1</b>	<b>ESS</b>	<b>GEN</b>	<b>MS1H</b>	<b>PS</b>	<b>PHY1</b>
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Dental Aide 3	^^	^^	^^	9/53 17%	5/52 10%	10/56 18%	5/55 9%	2/58 3%	5/35 14%	6/42 14%	9/56 16%	2/53 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

## **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

## **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

## **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations
- 12.0 Recognize and practice infection control procedures
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

- 22.0 Use dental terminology.
- 23.0 Identify structures and explain functions and pathologies of dental anatomy.
- 24.0 Identify disease prevention and perform infection control procedures.
- 25.0 Describe the legal and ethical responsibilities of the dental health care worker.
- 26.0 Identify, describe, and maintain dental instruments and equipment.
- 27.0 Identify properties and uses of dental materials which include gypsum, restorative material, acrylics, dental cements, impression materials and waxes.
- 28.0 Describe basic dental laboratory procedures.
- 29.0 Describe dental assisting duties.
- 30.0 Identify specialty dental procedures.
- 31.0 Identify dental business office procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.

02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.

06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation.
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6



- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills—The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict. .
  - 21.07 Demonstrate effective techniques for managing team conflict.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Dental Aide 3  
**Course Number:** 8417141  
**Course Credit:** 1

**Course Description:**

This course provides classroom theory and practical application in tasks related to dental office asepsis and sterilization and disinfection procedures in the dental environment. It is designed to prepare completers for employment as dental aides specializing as dental sterilization technicians. It also provides an introduction to dentistry and dental assisting.

22.0 Use dental terminology--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.14.11, 12, 14, 15, 20

22.01 Identify and define common dental terms.

22.02 Demonstrate the use of proper dental terminology in the dental environment.

23.0 Identify structures and explain functions and pathologies of dental and general head and neck anatomy--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.14.4, 11, 16, 52; SC.912.L.15.15; SC.912.L.16.8, 10

23.01 Identify structures and functions of head and neck anatomy including bones, muscles, sinuses, salivary glands, nerves and blood vessels. Identify embryonic development of head, oral cavity, and teeth.

23.02 Identify teeth and their landmarks.

23.03 Describe the histological components of the head, oral cavity, and elements of the teeth and supporting structures.

23.04 Recognize and describe oral pathological conditions.

24.0 Identify principles of microbiology and disease prevention and perform infection control procedures--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.14.6, 52, SC.912.L.16.10, SC.912.L.18.6

24.01 Differentiate between pathogenic and non-pathogenic microorganisms.

24.02 Describe pathogens and modes of disease transmission. Differentiate between aseptic and non-aseptic environments.

24.03 Perform aseptic handwashing technique.

24.04 Describe and apply methods of cleaning, disinfection and sterilization.

24.05 Identify chemicals and their uses for controlling the spread of disease in the dental environment.

- 24.06 Identify and practice the current CDC guidelines for infection control in dental healthcare settings.
  - 24.07 Describe the duties of the dental office safety coordinator.
  - 24.08 Identify areas of the OSHA Bloodborne Pathogens Standard (29CFR-1910.1030) applicable to the dental office environment.
- 25.0 Describe the legal and ethical responsibilities of the dental health care worker--The student will be able to:
- 25.01 Define commonly used legal vocabulary relating to dentistry.
  - 25.02 Describe legal and ethical consideration/obligations in the dental team-patient relationship.
  - 25.03 Explain risk management.
  - 25.04 Identify areas of Florida Statute 466 and Rule 64B5-16 FAC applicable to practice by the dental health workers.
  - 25.05 Implement appropriate The Joint Commission patient safety goals.
- 26.0 Identify, describe, and maintain dental instruments and equipment--The student will be able to:
- 26.01 Identify various types, functions, and operations of dental operator and laboratory equipment.
  - 26.02 Identify types and functions of-operative, restorative, surgical, prosthodontic, orthodontic and endodontic dental instruments.
  - 26.03 Maintain dental operator equipment-and instruments.
  - 26.04 Identify types and functions of specific dental hygiene instruments with emphasis on category rather than individual instruments.
- 27.0 Identify properties and uses of dental materials which include gypsum, restorative material, acrylics, dental cements, impression materials and waxes--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N. 1.3, 4, 6; SC.912.N.2.1; SC.912.P.8.1, 2, 11; SC.912.P.10.7; SC.912.P.12.12

- 27.01 Demonstrate an understanding of the composition of dental materials, their physical properties and chemical properties and the manner in which the properties relate to manipulation.
- 27.02 Describe the manipulative skills necessary to properly prepare dental materials for use both intraorally and extraorally.
- 27.03 Identify the primary objectives of the Council on Dental Materials and Devices of the American Dental Association.
- 27.04 Identify the two international organizations responsible for establishing standards for dental materials.
- 27.05 Describe the physical conditions in the oral cavity which influence the selection of dental materials.
- 27.06 Describe the biological characteristics of dental materials which may limit their use in the oral cavity.
- 27.07 List the three factors which must be considered when selecting dental materials.
- 27.08 Define terms related to dental materials and science.

- 28.0 Describe basic dental laboratory procedures--The student will be able to:
  - 28.01 Identify properties and uses of gypsum.
  - 28.02 Identify properties and uses of impression materials.
  - 28.03 Identify properties and uses of waxes.
  - 28.04 Perform laboratory infection control.
  
- 29.0 Describe dental assisting duties--The student will be able to:
  - 29.01 Describe procedures used to evacuate and maintain the operating field.
  - 29.02 Assemble instruments for general/and specialty dental procedures.
  
- 30.0 Identify specialty dental procedures--The student will be able to:
  - 30.01 Identify and describe oral maxillofacial surgery.
  - 30.02 Identify and describe orthodontics.
  - 30.03 Identify and describe periodontics.
  - 30.04 Identify and describe prosthodontics.
  - 30.05 Identify and describe pedodontics.
  - 30.06 Identify and describe endodontics.
  - 30.07 Identify and describe public health dentistry.
  
- 31.0 Identify dental business office procedures--The student will be able to:
  - 31.01 Describe appointment control.
  - 31.02 Describe an active recall system.
  - 31.03 Describe steps for maintaining accurate patient records.
  - 31.04 Describe steps for maintaining patient financial records and collecting fees.
  - 31.05 Describe methods of dental office inventory control.
  - 31.06 Describe public relations responsibilities of the secretary/receptionist.
  - 31.07 Identify skills required for operating on office equipment.
  - 31.08 Describe an optimal dental office environment.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Laboratory Assisting  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory		
Program Number	8417150	
CIP Number	0317019902	
Grade Level	9-12, 30, 31	
Standard Length	4 credits	
Teacher Certification	Health Science 1 and 2	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Dental Laboratory Assisting 3 and 4	DEN LABTEC @7 G
CTSO	HOSA	
SOC Codes (all applicable)	51-9081 Dental Laboratory Technicians 31-9099 Healthcare Support Workers, All Other	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for employment as dental laboratory technician apprentices or dental laboratory assistants SOC 31-9099 (Healthcare Support Workers, all other) or to pursue further education in the dental health field. Simulation laboratory



experiences are integrated with the didactic portion of this program. Students perform tasks representative of dental laboratory practice.

### Program Structure

This program is a planned sequence of instruction consisting of four courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)  
8417110 - Health Science 2 (one credit)

This program is a planned sequence of instruction consisting of 2 occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417151	Dental Laboratory Assisting 3	1 credit	51-9081	2
	8417152	Dental Laboratory Assisting 4	1 credit		2

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### Special Notes

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

### **Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

<b>Academic Subject Area</b>	<b>Academic Course</b>
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

<b>Course</b>	<b>Math</b>			<b>Science</b>								
	<b>ALG1</b>	<b>ALG2</b>	<b>GEO</b>	<b>APH</b>	<b>ASGH</b>	<b>BIO1</b>	<b>CHM1</b>	<b>ESS</b>	<b>GEN</b>	<b>MS1H</b>	<b>PS</b>	<b>PHY1</b>
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Dental Laboratory Assisting 3	^^	^^	^^	#	1/52 2%	1/56 2%	5/55 9%	#	1/35 3%	2/42 5%	6/56 11%	2/53 4%
Dental Laboratory Assisting 4	^^	^^	^^	#	1/52 2%	1/56 2%	5/55 9%	#	1/35 3%	2/42 5%	6/56 11%	2/53 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.
- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.

- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Demonstrate communication and computational skills used in a dental laboratory.
- 23.0 Identify anatomic structure and function of body systems in relation to dental laboratory science.
- 24.0 Demonstrate computer literacy for dental labs.
- 25.0 Practice selected dental laboratory techniques.
- 26.0 Practice accepted principles of safety in the laboratory setting.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.

02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team.
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.



06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills—The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict. .
  - 21.07 Demonstrate effective techniques for managing team conflict.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Dental Laboratory Assisting 3  
**Course Number:** 8417151  
**Course Credit:** 1

**Course Description:**

This course provides an introduction to dental laboratory techniques and procedures while preparing the student for entry-level employment as a dental laboratory assistant in a dental laboratory.

22.0 Demonstrate communication and computational skills used in a dental laboratory—The student will be able to:

- 22.01 Calculate using appropriate dental laboratory formulae.
- 22.02 Use appropriate dental terminology and abbreviations.
- 22.03 Demonstrate the ability to interpret dental laboratory prescriptions.
- 22.04 Demonstrate communication skills specific to the dental laboratory setting.

23.0 Identify anatomic structure and function of body systems in relation to dental laboratory science--The student will be able to:

- 23.01 Describe the structure and function of head and neck anatomy.
- 23.02 Apply understanding of head and neck anatomy in relation to patient use of dental appliances.

24.0 Demonstrate computer literacy for dental labs—The student will be able to:

- 24.01 Describe the uses of computers in the health occupation being studied.
- 24.02 Demonstrate computational, keyboarding and retrieval skills relevant to job requirements of the dental laboratory industry.
- 24.03 Demonstrate computer skills in each clinical rotation.
- 24.04 Describe the use of CAD/CAM technology in the dental laboratory.

25.0 Practice selected dental laboratory techniques—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.P.8.1, 2, 11; SC.912.P.10.7; SC.912.P.12.12

- 25.01 Fabricate a variety of dental models from impressions using appropriate gypsum products and techniques,
- 25.02 Fabricate selected provisional dental restorations.
- 25.03 Fabricate selected provisional dental prostheses.
- 25.04 Fabricate selected dental appliances such as athletic guards, night guards, and bleaching trays.
- 25.05 Fabricate custom impression trays and bite rims.

26.0 Practice accepted principles of safety in the dental laboratory setting—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6; SC.912.L.17.16

- 26.01 Demonstrate safe use, care and maintenance of equipment and materials.
- 26.02 Properly identify and label models, prostheses, etc.
- 26.03 Recognize atypical behavior.
- 26.04 Follow emergency procedures for a dental laboratory.
- 26.05 Demonstrate knowledge of sterile technique and disease prevention in the dental lab.
- 26.06 Implement appropriate joint commission patient safety goals.



**2013 – 2014**

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Dental Laboratory Assisting 4  
**Course Number:** 8417152  
**Course Credit:** 1

The student completing this course will be able to perform the following intended outcomes and student performance standards:

This course may be taken concurrently with Dental Laboratory Assisting 3. This course is a continuation of Dental Laboratory Assisting 3 and will allow the student to practice all aspects of Dental Laboratory Assisting.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Electrocardiograph Aide  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory		
Program Number	8417160	
CIP Number	0351090202	
Grade Level	9-12, 30, 31	
Standard Length	2.5 credits	
Teacher Certification	Health Science 1 and 2	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Electrocardiograph Aide 3	LAB TECH @7 G EKG @7 G PRAC NURSE @7 G LAB ASST @7 G REG NURSE 7 G PARAMEDIC @7 G MED ASST @7 G TEC X RAY @7 G RESP THER @7 G MED PROF 7 G
CTSO	HOSA	
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

The program is designed to prepare students for employment as EKG Aides (electrocardiograph aides) SOC 31-9099 (Healthcare Support Workers, all other).

### Program Structure

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)

8417110 - Health Science 2 (one credit)

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417161	Electrocardiograph Aide 3	.5 credit	31-9099	2

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### Special Notes

The course **Anatomy and Physiology (2000350)** may be substituted for the course **Health Science 1**.

When **Health Science 1** and **Health Science 2** are completed they may be substituted for one science credit in **Anatomy and Physiology (2000350)**.

Following the completion of **Health Science 1** and **Health Science 2**, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

### Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Electrocardiograph Aide 3	^^	^^	^^	10/53 19%	4/52 8%	4/56 7%	2/55 4%	3/58 5%	3/35 9%	4/42 10%	3/56 5%	4/53 8%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fl DOE.org/workforce/dwdframe/essential\\_skills.asp](http://www.fl DOE.org/workforce/dwdframe/essential_skills.asp)).

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of

the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.
- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.

- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Describe the cardiovascular system.
- 23.0 Identify legal and ethical responsibilities.
- 24.0 Demonstrate knowledge of, apply and use medical instrumentation modalities.
- 25.0 Perform patient care techniques in the health care facility.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.



02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.

06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explain the nutrition pyramid.
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0

- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.

- 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills–The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0

- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.

- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:
- This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1
- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
  - 16.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 16.03 Make, use and convert using both traditional and metric units.
  - 16.04 Make estimates and approximations and judge the reasonableness of the result.
  - 16.05 Convert from regular time to the 24-hour clock.
  - 16.06 Demonstrate ability to evaluate and draw conclusions.
  - 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
  - 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 17.0 Demonstrate language arts knowledge and skills—The students will be able to:
- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 17.03 Present information formally and informally for specific purposes and audiences. AF2.9
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:
- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
  - 18.02 Describe the effect of money management on personal and career goals. FL3.0
  - 18.03 Develop a personal budget and financial goals. FL3.1
  - 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3

- 18.06 Read and reconcile financial statements. FL3.4
- 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation–The students will be able to:
  - 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment–The students will be able to:
  - 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives–The students will be able to:
  - 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict. .
  - 21.07 Demonstrate effective techniques for managing team conflict.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:**            **Electrocardiograph Aide 3**  
**Course Number:**       **8417161**  
**Course Credit:**         **.5**

**Course Description:**

This course prepares students to be employed as Electrocardiograph aides. Content includes, but is not limited to, a foundation in the cardiovascular system, safety measures for the individual, co workers and patients as well we training in the appropriate theories and instruments used by an Electrocardiograph Aide.

The student completing this course will be able to perform the following intended outcomes and student performance standards:

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
<b>Algebra 1</b>	^^	<b>Biology 1</b>	4/56 7%	<b>Anatomy/Physiology Honors</b>	10/53 19%	<b>Astronomy Solar/Galactic Honors</b>	4/52 8%
<b>Algebra 2</b>	^^	<b>Chemistry 1</b>	2/55 4%	<b>Genetics</b>	3/35 9%	<b>Marine Science 1 Honors</b>	4/42 10%
<b>Geometry</b>	^^	<b>Physics 1</b>	4/53 8%	<b>Earth-Space Science</b>	3/58 5%	<b>Physical Science</b>	3/56 5%

^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

22.0 Describe the cardiovascular system--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 34, 35, 36, 38, 39, 49

22.01 Locate the heart and surrounding structures.

22.02 Diagram and label the parts of the heart and list the functions of each labeled part.

22.03 Trace the flow of blood through the cardiopulmonary system.

23.0 Identify legal and ethical responsibilities of an EKG aide--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

23.01 Recognize and practice legal and ethical responsibilities as they relate to an EKG aide.

- 23.02 Maintain a safe and efficient work environment.
- 23.03 Maintain EKG equipment so it will be safe and accurate.
- 23.04 Implement appropriate joint commission patient safety goals.

24.0 Demonstrate knowledge of, apply and use medical instrumentation modalities--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.37; SC.912.N.1.1; SC.912.P.10.20; SC.912.P.12.2, 9

- 24.01 Calibrate and standardize the cardiograph instrument.
- 24.02 Identify three types of lead systems.
- 24.03 Demonstrate proper lead placement, including lead placement for patients with special needs.
- 24.04 Identify artifacts and mechanical problems.
- 24.05 Perform a 12 lead EKG.
- 24.06 Recognize normal sinus rhythm.
- 24.07 Report any rhythm that is not normal sinus rhythm.
- 24.08 Use documentation skills to identify electrocardiographs.
- 24.09 State Einthoven's triangle.
- 24.10 Recognize a cardiac emergency as seen on the EKG.

25.0 Perform patient care techniques in the health care facility--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 25.01 Describe the physical and mental preparation of the patient for cardiovascular testing.
- 25.02 Identify patient and verify the requisition order.
- 25.03 Prepare patient for cardiovascular diagnostic testing.
- 25.04 State precautions required when performing diagnostic procedures.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Emergency Medical Responder  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory		
Program Number	8417170	
CIP Number	0317020502	
Grade Level	9-12, 30, 31	
Standard Length	3 credits	
Teacher Certification	Health Science 1 and 2	ANY HEALTH OCCUP G *(See DOE approved list)
	Emergency Medical Responder 3	PRAC NURSE @7 G *(Registered Nurse) REG NURSE 7 G PARAMEDIC @7 G MED PROF 7 G EMT 7G LAW ENF @7 G CORR OFF @7 G PUB SERV @7 G FIRE FIGHT @7 G
CTSO	HOSA	
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 53-3011 Ambulance Drivers and Attendants, Except Emergency Medical Technicians	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

This is an instructional program that prepares individuals to provide initial care to sick or injured persons or as ambulance drivers and attendants SOC 53-3011. An Emergency Medical Responder may use this training for employment. The Emergency Medical Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). Emergency Medical Responders may include law enforcement, life guard, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

### **Program Structure**

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)  
8417110 - Health Science 2 (one credit)

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417171	Emergency Medical Responder 3	1 credit	53-3011	2

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### **Special Notes**

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

In order for students to take the NREMT003 Emergency Medical Responder exam the program must be approved by the National Registry for Emergency Medical Technicians. To receive approval from NREMT each program must be "authorized" by the Bureau of Emergency Medical Services (EMS) by completing the instructor qualifications form required by Bureau of EMS.

The Emergency Medical Responder instructor shall issue to each student documentation of successful course completion which shall include date of issuance, student's name, name of sponsoring agency (DOE), name of training agency, and instructor's printed name and signature, plus the wording "issued pursuant to section 401.435 F.S." The instructor must also maintain on file following course completion, a roster listing the names of students who successfully completed the course, the dates and location of the course, and the name of the instructor.

The student performance standards for Emergency Medical Responder were adapted and condensed from U. S. Department of Transportation Emergency Medical Services; National EMS Education Standards; Emergency Medical Responder Instructional Guidelines and American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

### **Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards

contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Emergency Medical Responder 3	^^	^^	^^	28/53 53%	4/52 8%	8/56 14%	6/55 11%	2/58 3%	6/35 17%	4/42 10%	10/56 18%	8/53 15%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

## **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

## **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

## Standards

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.
- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder.
- 23.0 Demonstrate an ability to communicate effectively as part of the EMS team.
- 24.0 Demonstrate an understanding of medicolegal aspects.
- 25.0 Determine and record vital signs of a sick or injured person.
- 26.0 Use medical identification devices.
- 27.0 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.
- 28.0 Demonstrate BLS procedures
- 29.0 Recognize and control bleeding.
- 30.0 Recognize and control shock.
- 31.0 Understand the importance of emergency medications.
- 32.0 Demonstrate understanding of airway management, respiration and artificial ventilation.
- 33.0 Provide secondary assessment.
- 34.0 Identify musculo-skeletal injuries.
- 35.0 Demonstrate proper immobilization of an Cervical/Spinal injury.
- 36.0 Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs).



- 37.0 Provide emergency evacuation and transfer of a sick and/or injured person.
- 38.0 Identify and provide initial care for a sick and/or injured patient.
- 39.0 Identify and care for patients who are in special situations.
- 40.0 Provide triage to victims of multiple casualty incidents.
- 41.0 Recognize life-threatening situations.
- 42.0 Recognize entrapment situations.
- 43.0 Assist with emergency childbirth.
- 44.0 Identify critical incident stressors.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	0/52 0%
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	0/58 0%	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.

02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.

06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.

- 08.05 Explain the patients' "Bill of Rights."
- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills–The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52



- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict. .
  - 21.07 Demonstrate effective techniques for managing team conflict.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Emergency Medical Responder 3  
**Course Number:** 8417171  
**Course Credit:** 1

**Course Description:**

This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the musculo-skeletal system of the body.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	8/56 14%	Anatomy/Physiology Honors	28/53 53%	Astronomy Solar/Galactic Honors	4/52 8%
Algebra 2	^^	Chemistry 1	6/55 11%	Genetics	6/35 17%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	8/53 15%	Earth-Space Science	2/58 3%	Physical Science	10/56 18%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

The student completing this course will be able to perform the following intended outcomes and student performance standards:

22.0 Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.17.16; SC.912.P.8.10, 11; SC.912.P.10.21; SC.912.P.12.1, 3, 5

- 22.01 Describe the role of Emergency Medical Responder as a member of the EMS Team.
- 22.02 List and describe the responsibilities of the Emergency Medical Responder for the provision of pre-hospital emergency care within the local EMS system.
- 22.03 Describe principles of safely operating a ground ambulance.
- 22.04 Understand the guidelines of operating safety in and around a landing zone during air medical operations and transport.
- 22.05 Implement appropriate Joint Commission patient safety goals.

22.06 Discuss and demonstrate Hazardous Waste Operations and Emergency Response (HAZWOPER) standard, 29 CFR 1910.120 (q)(6)(i) –First Responder Awareness Level <http://www.hazwopercertification.net/>

23.0 Demonstrate an ability to communicate effectively as part of the EMS team--The student will be able to:

- 23.01 Demonstrate the proper procedure for the transfer of patient care to other EMS personnel.
- 23.02 Describe information regarding a patient's condition and treatment that need to be communicated.
- 23.03 Communicate the Emergency Medical Responder's observations and actions to whomever patient care is transferred.
- 23.04 Describe and apply the principles of communicating with patients in a manner that achieves a positive relationship.
- 23.05 Recognize simple medical prefixes, suffixes and combining words.

24.0 Demonstrate an understanding of medicolegal aspects--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10

- 24.01 Describe and demonstrate an understanding of the medicolegal aspects of a Emergency Medical Responder's provision of emergency medical care in the jurisdiction having authority, including, but not limited to, duty to act, standard of care, consent to care, forcible restraint, abandonment, documentation and any applicable Good Samaritan Laws.
- 24.02 Practice within medicolegal standards.

25.0 Determine and record vital signs of a sick or injured person--The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards:  
MACC.912.N-Q.1.3; SC.912.L.14.39, 40; SC.912.P.12.12

- 25.01 Determine and record skin color, temperature and moistness.
- 25.02 Demonstrate ability to accurately measure and record vital signs including manual blood pressure.

26.0 Use medical identification devices--The student will be able to:

- 26.01 Identify the most commonly used medical identification devices.
- 26.02 Apply the information contained on or in the medical identification devices to patient assessment and patient care procedures.

27.0 Conduct a primary assessment of problems that are a threat to life if not corrected immediately--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.25

- 27.01 Determine and record the level of consciousness of the injured person.
- 27.02 Assess for an inadequate airway, inadequate respiration's, inadequate circulation and profuse bleeding.
- 27.03 Recognize when immediate correction is necessary.
- 27.04 Assess patient and determine if the patient has a life threatening condition.
- 27.05 Use spinal precautions as appropriate

28.0 Demonstrate BLS procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.36, 37; SC.912.P.10.15

- 28.01 Establish and maintain an open airway using both manual and mechanical airway techniques.
- 28.02 Restore breathing and circulation by means of cardiopulmonary resuscitation (CPR).
- 28.03 Demonstrate proficiency in the use of an automated external defibrillator (AED).

29.0 Recognize and control bleeding–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.34, 40

- 29.01 Identify items that can be used to control external bleeding and minimize the contamination of open wounds.
- 29.02 Apply pressure dressings that will control bleeding and minimize the contamination of open wounds.
- 29.03 Identify the likelihood of internal bleeding through observations of signs, symptoms and mechanisms of injury.
- 29.04 Care for a patient who exhibits the signs and symptoms of internal bleeding.

30.0 Recognize and control shock–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.10.15

- 30.01 Recognize the likelihood that shock may occur or be present on the basis of patient assessment and observation of a mechanism of injury.
- 30.02 Provide anti-shock measures as a part of routine patient care.

31.0 Understand the importance of emergency medications–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.44

- 31.01 Understand the advantages, disadvantages and techniques of self and peer administration of an intramuscular injection by Auto injector.
- 31.02 Describe the names, effects, Indications, routes of administration and dosages for specific medications (I.E Chemical Antidote Auto injector Devices).

32.0 Demonstrate understanding of airway management, respiration and artificial ventilation–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.43

- 32.01 Apply knowledge of Anatomy and Physiology to airway management procedures (I.E. Oxygenation and perfusion)
- 32.02 Understand the pathophysiology of respiratory dysfunction.
- 32.03 Use available mechanical devices to assure the maintenance of an open airway and assist ventilation (i.e. pocket mask, Bag-valve mask, Sellick's maneuver)
- 32.04 Demonstrate proficiency in supplemental oxygen therapy including portable oxygen cylinder and oxygen delivery devices.
- 32.05 Describe and demonstrate airway management utilizing of upper airway suctioning.

33.0 Provide secondary assessment–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 33.01 Conduct a methodical head-to-toe physical examination to discover conditions not found during the primary assessment.
- 33.02 Interview the sick or injured person to obtain facts relevant to the person's condition.
- 33.03 Interview co-workers, witnesses, family members, or other individuals to obtain facts relevant to the person's condition.

34.0 Identify musculo-skeletal injuries–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.12, 25, 28; SC.912.P.12.3

- 34.01 Identify the various types of musculo-skeletal injuries.
- 34.02 Immobilize and otherwise care for suspected fractures, dislocations, sprains and strains with available supplies and equipment, including commercially available and improvised devices.

35.0 Demonstrate proper immobilization of an Cervical/Spinal injury–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.13, 14, 25, 28

- 35.01 Identify need for spinal immobilization
- 35.02 Maintain in-line immobilization of cervical spine
- 35.03 Place proper fitting rigid extrication-type cervical collar
- 35.04 Place patient in supine position on full length spine board
- 35.05 Secure patient to immobilization device

36.0 Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs)–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.12, 13, 14

- 36.01 Identify need for extremity immobilization
- 36.02 Assesses motor, sensory, and distal circulation in extremities
- 36.03 Place proper fitting splint on extremity
- 36.04 Reassesses motor, sensory, and distal circulation in extremities

37.0 Provide emergency evacuation and transfer of a sick and/or injured person–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 37.01 Describe situations when a person should be evacuated or transferred.
- 37.02 Use the most appropriate assist, drag or carry (alone or with a partner) to move a sick or injured person from a dangerous location to a safe place.
- 37.03 Maintain safety precautions during evacuation and transfer.

38.0 Identify and provide initial care for a sick and/or injured patient–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 6, 21, 24, 29, 30, 32, 38, 39, 44, 46, 49, 50, 51

- 38.01 Identify and care for patients with non-traumatic chest pain, utilizing patient assessment.
- 38.02 Identify and care for patients experiencing respiratory distress, utilizing patient assessment.
- 38.03 Identify and care for patients experiencing a diabetic emergency, utilizing patient assessment.
- 38.04 Identify and care for a patient who is experiencing a seizure, utilizing patient assessment.
- 38.05 Identify and care for a patient who has ingested, inhaled, absorbed or been injected with a poisonous substance.
- 38.06 Identify and care for a patient who is in an altered state of consciousness, utilizing patient assessment.
- 38.07 Identify and care for a patient who is experiencing a stroke, utilizing patient assessment.
- 38.08 Identify and care for a patient who has a foreign body in the eye, utilizing patient assessment.
- 38.09 Identify and care for a patient with thermal, chemical, or electrical burns, determining the severity including degree, body surface area, type, and location.
- 38.10 Identify and care for a patient suffering from an environmental emergency including heat cramps, heat exhaustion, heat stroke, and frostbite, utilizing patient assessment.

39.0 Identify and care for patients who are in special situations–The student will be able to:

- 39.01 Identify patients who have special needs.
- 39.02 Care for injured/ill children.
- 39.03 Care for the injured/ill elderly.
- 39.04 Care for the injured/ill physically disabled.
- 39.05 Care for the injured/ill developmentally disabled.

40.0 Provide triage to victims of multiple casualty incidents–The student will be able to:

- 40.01 Categorize the victims of multiple casualty incidents according to the severity of injury or illness on the basis of patient assessments.
- 40.02 Use triage tags or other identification devices available locally to indicate priorities for pre-hospital emergency care and transportation to medical facilities.
- 40.03 Work as a member of a team to perform triage at locations of multiple casualty incidents.
- 40.04 Work as a member of a team to perform patient assessments at locations of multiple casualty incidents.
- 40.05 Work as a member of a team to carry out patient care procedures at the locations of multiple casualty incidents.
- 40.06 Demonstrate knowledge of the operating procedures during a terrorist event or during a natural or man-made disaster.

41.0 Recognize life-threatening situations–The student will be able to:

- 41.01 Take steps to minimize the chance of injury or death to all involved when confronted with a potentially life-threatening situation on the basis of an assessment of a scene.

42.0 Recognize entrapment situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.10.3

- 42.01 Identify accident-related hazards and undertake hazard control measures consistent with the capabilities of the Emergency Medical Responder and available equipment.
- 42.02 Use available equipment safely to gain access to persons who are entrapped.
- 42.03 Use available equipment safely to disentangle persons from mechanisms of entrapment.

43.0 Assist with emergency childbirth–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.33, 41

- 43.01 Evaluate a mother to determine whether delivery is imminent.
- 43.02 Assist with a normal delivery.
- 43.03 Care for the mother and baby.
- 43.04 Identify abnormal childbirth situations and care for the mother and baby within the Emergency Medical Responder's capabilities.



44.0 Identify critical incident stressors—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.52, SC.912.L.16.8

44.01 Identify stressors which may affect the performance of a Emergency Medical Responder.

44.02 Identify stressors which may affect the behavior of a sick or injured person.

44.03 Carry out procedures to minimize critical incident stress.

2013– 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Home Health Aide (Secondary)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory		
Program Number	8417190	
CIP Number	0317040401	
Grade Level	9-12	
Standard Length	2.5 credits	
Teacher Certification	Health Science 1 and 2	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Home Health Aide 3	PRAC NURSE @7G *(Registered Nurse) REG NURSE 7 G
CTSO	HOSA	
SOC Codes (all applicable)	31-1011 Home Health Aides 31-9099 Healthcare Support Workers, All Other	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as home attendants or home health aides (SOC 31-1011).

The content includes, but is not limited to, instruction in those supportive services that are required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment, as stated in Rules of the Department of Health and Rehabilitative Services, Division of Health, Chapter 10D-68 - Minimum Standards for Home Health Agencies. Clinical experiences, where the student may practice, demonstrate and perform the procedures associated with bedside client care, are an appropriate part of this program.

Section 59A-8.0095 Home Health Aide, Administrative Rules, Department of Health and Rehabilitative Services contain much valuable information for program planning. These rules require that if the Home Health Aide receives training through a vocational school where professional standards have been established in accordance with the State Board of Education, a certificate of successful completion shall be on file with the employer.

Students who have completed this program and the secondary program Nursing Assistant have met competencies for and may be known as Patient Care Assistants. This program may be taken simultaneously with Nursing Assistant.

### Program Structure

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)  
8417110 - Health Science 2 (one credit)

This program is a planned sequence of instruction consisting of two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417191	Home Health Aide 3	.5 credit	31-1011	2

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Please refer to 42CFR§484.36 for the clinical requirements for the Home Health Aide program.**

### **Special Notes**

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

### **Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

<b>Academic Subject Area</b>	<b>Academic Course</b>
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

<b>Course</b>	<b>Math</b>			<b>Science</b>								
	<b>ALG1</b>	<b>ALG2</b>	<b>GEO</b>	<b>APH</b>	<b>ASGH</b>	<b>BIO1</b>	<b>CHM1</b>	<b>ESS</b>	<b>GEN</b>	<b>MS1H</b>	<b>PS</b>	<b>PHY1</b>

Course	Math			Science								
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Home Health Aide 3	^^	^^	^^	6/53 11%	1/52 2%	5/56 9%	2/55 4%	1/58 2%	4/35 11%	2/42 5%	2/56 4%	1/53 2%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.

- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.
- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Use verbal and written communications specific to Home Health Aide.
- 23.0 Demonstrate legal and ethical responsibilities specific to Home Health Aide.
- 24.0 Perform physical comfort and safety functions specific to Home Health Aide.
- 25.0 Provide personal patient care.
- 26.0 Perform patient care procedures.
- 27.0 Apply principles of nutrition.
- 28.0 Provide care for geriatric patients.
- 29.0 Apply the principles of infection control specific to Home Health Aide.
- 30.0 Provide bio-psycho-social support.
- 31.0 Perform supervised management functions, following the patient plan of care.
- 32.0 Assist with rehabilitative activities.
- 33.0 Perform home health-care services.

2013– 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.



02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013– 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.

06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills—The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict.
  - 21.07 Demonstrate effective techniques for managing team conflict.



2013– 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Home Health Aide 3  
**Course Number:** 8417191  
**Course Credit:** .5

**Course Description:**

This course prepare students to be employed as Home Health Aides, Content includes but is not limited to patient care and safety, geriatric patient care, nutrition principles, rehabilitation services as well as supervised management functions.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	5/56 9%	Anatomy/Physiology Honors	2/53 4%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	6/55 11%	Genetics	2/35 6%	Marine Science 1 Honors	6/42 14%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	6/58 10%	Physical Science	6/56 11%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

The student completing this course will be able to perform the following intended outcomes and student performance standards:

22.0 Use verbal and written communications specific to home health aide—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

22.01 Obtain specified data from patient and family.

22.02 Utilize verbal and written information to assist with the patient's plan of care.

23.0 Demonstrate legal and ethical responsibilities specific to home health aide—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10

23.01 Demonstrate legal and ethical behavior within the role and scope of home health aide responsibilities.

- 23.02 Follow policies and procedures concerning care as directed by the employer affecting the health, safety, and well-being of patients in the home setting.
  - 23.03 Recognize and report signs of substance abuse.
  - 23.04 Follow legal guidelines in charting.
  - 23.05 Exhibit behavior supporting and promoting residents' rights.
  - 23.06 Recognizes and follows limits if job restrictions.
- 24.0 Perform physical comfort and safety functions specific to home health aide—The student will be able to:
- 24.01 Maintain patient units in the home.
  - 24.02 Adjust bed and side-rails.
  - 24.03 Transfer patient with mechanical lifters using proper body mechanics and patient safety measures.
  - 24.04 Turn and position patient.
  - 24.05 Apply protective devices as directed (e.g. vest or belt).
  - 24.06 Apply comfort devices as directed (e.g. foot-board, over-bed cradle, alternating pressure mattress).
  - 24.07 Assist patient to dangle.
  - 24.08 Assist patient in ambulation, including the use of crutch, cane, or walker.
  - 24.09 Assist patient in using wheelchair.
  - 24.10 Assist patient with care and use of prosthetic/orthotic devices.
  - 24.11 Administer back rub.
  - 24.12 Identify emergency evacuation procedures with adaptations to the home setting.
  - 24.13 Implement appropriate joint commission patient safety goals.
- 25.0 Provide personal patient care—The student will be able to:
- 25.01 Give bed bath; observe and report changes in patient.
  - 25.02 Practice procedures for safety in the bathroom including the use of adaptive shower equipments such as shower chairs, long handled bath sponge, grab bars, extended shower hose, rubber mat in tub or shower, and rubber based rug outside the shower
  - 25.03 Assist with shower or tub bath, including use of specialty tubs.
  - 25.04 Assist patient with sink, tub, shower, or bed shampoo.
  - 25.05 Shave patient.
  - 25.06 Groom patient, including hair, skin, foot, and nail care.
  - 25.07 Assist with and/or administer oral hygiene.
  - 25.08 Assist patient with toileting.
  - 25.09 Assist patient to dress.
  - 25.10 Assist patient with meals.
- 26.0 Perform patient care procedures—The student will be able to:
- 26.01 Make unoccupied/occupied bed.
  - 26.02 Assist patient in passive range-of-motion exercises.
  - 26.03 Apply anti-embolic hose and sequential compression devices.
  - 26.04 Collect, strain, and/or test routine urine specimen.
  - 26.05 Monitor catheter drainage system.
  - 26.06 Monitor fluid intake and output (I&O), including forcing and restricting fluids.
  - 26.07 Observe, record, and report patient's emesis.

- 26.08 Assist patient with moist and dry heat applications to include the sitz bath.
- 26.09 Assist with ostomy care.
- 26.10 Collect stool specimen.
- 26.11 Care for patients receiving oxygen therapy.

27.0 Apply principles of nutrition–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.1, 2, 4

- 27.01 Identify nutrients and food groups.
- 27.02 Explain regional, cultural, and religious food preferences.
- 27.03 Describe special diets.
- 27.04 List factors that must be considered when purchasing food.
- 27.05 Prepare a basic food plan.
- 27.06 List factors that must be considered when storing food.
- 27.07 Identify methods of maintaining fluid balance.
- 27.08 Identify methods of food preparation.
- 27.09 Discuss preparation and serving of trays in the home.

28.0 Provide care for geriatric patients–The student will be able to:

- 28.01 Identify safety principles, as related to the elderly.
- 28.02 Describe general characteristics, particular needs, and problems of the elderly.
- 28.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
- 28.04 Distinguish between fact and fallacy about the aging process.
- 28.05 Identify community resources and services available to the elderly.
- 28.06 Apply Reality Orientation Techniques and Validation Therapy.
- 28.07 Provide and involve patients in diversional activities.
- 28.08 Identify common alterations in elderly patient behavior or health status and follow up within the home health aide scope of performance.
- 28.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).

29.0 Apply the principles of infection control specific to home health aide–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.52; SC.912.L.16.8

- 29.01 Provide care for patients with infectious diseases in the home.
- 29.02 Follow isolation procedures with food tray, garments, and other materials in the home.
- 29.03 Utilize universal (standard) precautions in all home care.

30.0 Provide bio-psycho-social support–The student will be able to:

- 30.01 Discuss family roles and their significance to health.
- 30.02 Respond to patient and family emotional needs.

- 31.0 Perform supervised management functions, following the patient plan of care—The student will be able to:
- 31.01 Organize patient-care assignments.
  - 31.02 Complete assignments accurately and in a timely manner.
- 32.0 Assist with rehabilitative activities—The student will be able to:
- 32.01 List the purposes of restorative (rehabilitation) programs.
  - 32.02 Assist patient with specified restorative (rehabilitation) needs.
  - 32.03 Assist patients/residents to reach the optimum level of independence.
- 33.0 Perform home health-care services—The student will be able to:
- 33.01 Follow an established work plan with the patient and family.
  - 33.02 Perform patient-related cleaning tasks and laundry.
  - 33.03 Identify methods for medication storage.
  - 33.04 Assist patient with taking self-administered prescribed medication in the home, and identify possible side effects and emergency procedures for adverse reactions.
  - 33.05 Demonstrate how to improvise equipment and supplies in the home.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Laboratory Assisting (Secondary)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory	
Program Number	8417200
CIP Number	0317030402
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	Health Science 1 and 2 ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Medical Laboratory Assisting 3 and 4 TEC MED !7 G LAB ASST @7 G LAB TECH @7 G
CTSO	HOSA
SOC Codes (all applicable)	29-2012 Medical and Clinical Laboratory Technicians 31-9099 Healthcare Support Workers, All Other 29-2099 Health Technologists and Technicians, All Other
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

The program is designed to prepare students for employment as medical/clinical lab technicians, (or medical lab assistants 29-2099 - Health Technologists and Technicians, All Other)

### Program Structure

This program is a planned sequence of instruction consisting of four courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)  
8417110 - Health Science 2 (one credit)

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417201	Medical Laboratory Assisting 3	1 credit	29-2099	3
	8417202	Medical Laboratory Assisting 4	1 credit		3

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### Special Notes

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Students completing the course Medical Laboratory Assisting 3 have also met the postsecondary requirements of phlebotomy except for clinical experiences involving venipuncture on actual patients.

Students completing the course Medical Laboratory Assisting 4 have also met the postsecondary requirements of Medical Lab Assisting except for some clinical experiences involving live work.

Simulation and clinical laboratory experiences are integrated with the didactic portion of this program. Clinical experience is defined as laboratory activities performed in the clinical setting under the supervision of a medical laboratory technician or technologist.

**Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Academic Subject Area	Academic Course

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Medical Laboratory Assisting 3	^^	^^	^^	10/53 19%	1/52 2%	3/56 5%	1/55 2%	1/58 2%	1/35 3%	1/42 2%	1/56 2%	1/53 2%
Medical Laboratory Assisting 4	^^	^^	^^	5/53 9%	2/52 4%	4/56 7%	2/55 4%	2/58 3%	2/35 6%	2/42 5%	2/56 4%	2/53 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fl DOE.org/workforce/dwdframe/essential\\_skills.asp](http://www.fl DOE.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.

- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.
- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Demonstrate accepted professional, communication, and interpersonal skills.
- 23.0 Discuss phlebotomy in relation to the health care setting.
- 24.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist.
- 25.0 Recognize and identify collection reagents, supplies, equipment and interfering chemical substances.
- 26.0 Demonstrate skills and knowledge necessary to perform phlebotomy.
- 27.0 Practice infection control following universal precautions.
- 28.0 Practice accepted procedures of transporting, accessioning and processing specimens.
- 29.0 Practice quality assurance and safety.
- 30.0 Identify the federal and state laws which serve to regulate the provision of laboratory services, including CLIA, Florida Statutes, and Florida Administrative Code.
- 31.0 Demonstrate a basic understanding of ICD and CPT coding Systems.
- 32.0 Demonstrate basic knowledge of microbiology, perform clinical laboratory "WAIVED TESTS".
- 33.0 Demonstrate basic knowledge of urinalysis, perform clinical laboratory "WAIVED TESTS".
- 34.0 Demonstrate basic knowledge of clinical chemistry, perform clinical laboratory "WAIVED TESTS".
- 35.0 Demonstrate basic knowledge of hematology, perform clinical laboratory "WAIVED TESTS".
- 36.0 Successfully complete learning experiences in the clinical setting.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.

02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.

06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1



- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills–The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict. .
  - 21.07 Demonstrate effective techniques for managing team conflict.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Medical Laboratory Assisting 3  
**Course Number:** 8417201  
**Course Credit:** 1

**Course Description:**

This one credit course is the third course of a four course occupational completion point for Medical Lab Assistant. Live work is not recommended for this course. Students completing this course have also met the postsecondary requirements of phlebotomy except for clinical experiences with live work.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	3/56 5%	Anatomy/Physiology Honors	10/53 19%	Astronomy Solar/Galactic Honors	1/52 2%
Algebra 2	^^	Chemistry 1	1/55 2%	Genetics	1/35 3%	Marine Science 1 Honors	1/42 2%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	1/58 2%	Physical Science	1/56 2%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

22.0 Demonstrate accepted professional, communication, and interpersonal skills–The student will be able to:

- 22.01 Demonstrate the appropriate professional behavior of a phlebotomist.
- 22.02 Explain to the patient the procedure to be used in specimen collection.
- 22.03 Explain in detail the importance of identifying patients correctly when drawing blood.
- 22.04 Assist in explaining activities to patient.

23.0 Discuss phlebotomy in relation to the health care setting–The student will be able to:

- 23.01 List, classify and discuss various departments and services within the health care setting in which the phlebotomist must interact with to obtain laboratory specimens from patients.
- 23.02 Identify the major departments/sections with the clinical laboratory, the major types of procedures run in each department/section, and their specimen requirements.
- 23.03 Describe roles of the major classifications of clinical laboratory personnel (i.e., pathologist chief/administrative technologist, CLS, MT, phlebotomist, etc.).

24.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.34, 35, 36, 37, 38, 39, 40, 41

- 24.01 Describe and define major body systems with emphasis on the circulatory system.
- 24.02 List and describe the main superficial veins used in performing venipunctures.
- 24.03 Identify appropriate sites for capillary/venipuncture and name/find the most desirable one(s).
- 24.04 Describe the function of the following blood components: erythrocytes, thrombocytes, leukocytes, plasma, and serum.

25.0 Recognize and identify collection reagents, supplies, equipment and interfering chemical substances–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.35; SC.912.N.1.1

- 25.01 Identify and discuss proper use of appropriate types of equipment needed to collect various clinical laboratory blood specimens by venipuncture.
- 25.02 Explain the special precautions and types of equipment needed to collect blood from a neonate.
- 25.03 Identify and discuss proper use of supplies used in collecting microspecimens
- 25.04 Identify and discuss the proper use of the various types of anticoagulants, preservatives and gels used in blood collection and the vacuum tube color-codes for these additives.
- 25.05 Describe the types of patient's specimens that are analyzed in the clinical laboratory and the phlebotomist's role in collecting and/or transporting these specimens to the laboratory.
- 25.06 Describe substances potentially encountered during phlebotomy which can interfere in analysis of blood constituents.
- 25.07 Define and utilize correct medical terminology and metric measurement needed for specimen collection.

26.0 Demonstrate skills and knowledge necessary to perform phlebotomy–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.35, 36; SC.912.N.1.1

- 26.01 Recognize a properly completed requisition and apply established protocol for patient and specimen identification.
- 26.02 Discuss/perform methods for facilitating capillary/venipuncture collection.
- 26.03 Demonstrate knowledge of established protocol for patient and specimen identification.
- 26.04 List appropriate antiseptic agents useful in preparing sites for capillary/venipuncture.

- 26.05 Discuss/perform appropriate methods for preparing a site for capillary or venipuncture.
- 26.06 Perform venipuncture by evacuated tube and syringe systems, demonstrating appropriate use of supplies, proper handling of equipment and specimens, and patient care.
- 26.07 Describe the correct order of draw during capillary and venipuncture.
- 26.08 Perform a capillary puncture using appropriate supplies and techniques for adults, children and neonates.
- 26.09 Describe the most common complications associated with capillary and venipuncture, their causes, prevention and treatment.
- 26.10 Describe/perform capillary/venipuncture procedures for disposing of used or contaminated supplies.
- 26.11 Describe/perform appropriate techniques for making a peripheral blood smear for hematologic evaluation.

27.0 Practice infection control following universal precautions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.52; SC.912.N.1.1

- 27.01 Define the term "nosocomial" infection.
- 27.02 Describe/practice procedures for infection prevention.
- 27.03 Discuss/perform isolation procedures.
- 27.04 Identify potential routes of infection.

28.0 Practice accepted procedures of transporting, accessioning and processing specimens–  
The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 28.01 Describe routine procedures for transporting and processing specimens.
- 28.02 Describe the significance of time constraints for specimen collection and delivery.
- 28.03 Demonstrate knowledge of accessioning procedures.
- 28.04 Aliquot samples for testing.
- 28.05 Follow protocol for accepting verbal test orders.

29.0 Practice quality assurance and safety–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 29.01 Distinguish and perform procedures which ensure reliability of test results when collecting blood specimens.
- 29.02 Demonstrate knowledge of and practice appropriate patient safety.
- 29.03 Practice laboratory safety in accordance with established procedures.
- 29.04 Follow documentation procedures for work related accidents.
- 29.05 Implement appropriate joint commission patient safety goals.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Medical Laboratory Assisting 4  
**Course Number:** 8417202  
**Course Credit:** 1

**Course Description:**

This one credit course is the fourth course of a four course occupational completion point for Medical Lab Assistant. Students completing this course have also met the postsecondary requirements of Medical Lab Assisting except for clinical experiences involving live work.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	4/56 7%	Anatomy/Physiology Honors	5/53 9%	Astronomy Solar/Galactic Honors	2/52 4%
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	2/35 6%	Marine Science 1 Honors	2/42 5%
Geometry	^^	Physics 1	2/53 4%	Earth-Space Science	2/58 3%	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

30.0 Identify the federal and state laws which serve to regulate the provision of laboratory services, including CLIA, Florida Statutes, and Florida Administrative Code—The student will be able to:

30.01 Explain the CLIA test complexity model and describe the characteristics required for FDA classification of a test as waived.

30.02 Explain the categories of testing personnel established by both CLIA and Florida regulations and describe the basic educational and/or experiential qualifications for each category.

30.03 Explain the differences in requirements for a physician practice laboratory, a hospital laboratory and an independent clinical laboratory.

30.04 Describe Alternate Site Testing requirements as they apply to hospitals in Florida and compare and contrast these with the requirements for CLIA waived testing and Provider Performed Microscopy. Apply the concepts of Point-of-Care or Near Patient testing to these requirements.

30.05 Demonstrate an understanding of the concepts of “scope of practice”, “professional judgment”, and “duty/obligation to report”.

31.0 Demonstrate a basic understanding of ICD and CPT coding Systems—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 31.01 Explain the characteristics of the International Classification of Disease System (ICD), and its important function in substantiating the clinical record.
- 31.02 Explain the characteristics of Healthcare Common Procedure Coding System (HCPCS), including the two primary levels of codes, and its function in reporting medical procedures including laboratory testing.
- 31.03 Explain the differences between analyte, method, and unlisted procedure CPT codes and the hierarchy for selecting CPT codes for reporting laboratory tests.
- 31.04 Describe the concept of medical necessity as set forth in National or Local coverage Decisions (NCD and LCD) for lab testing under the Medicare Program.
- 31.05 Review the concept of congressionally –mandated screening tests under the Medicare Program.

32.0 Demonstrate basic knowledge of microbiology, perform clinical Laboratory "Waived Tests"–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.4, 6, 52; SC.912.N.1.1

- 32.01 Perform techniques of microbiology related to disinfection techniques.
- 32.02 Discuss techniques of microbiology related to isolation techniques.
- 32.03 Perform techniques of microbiology related to sterilization techniques.
- 32.04 Perform techniques of microbiology related to slide preparation.
- 32.05 Perform principles and use of the microscope.
- 32.06 Understand the staining and microscopic examination of gram stains.
- 32.07 Discuss techniques of microbiology related to inoculation and transfer of cultures.
- 32.08 Perform basic techniques of microbiology
- 32.09 Discuss techniques of microbiology related to preparation of artificial culture media.

33.0 Demonstrate basic knowledge of urinalysis, perform clinical laboratory "Waived Tests"–  
The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.47; SC.912.N.1.1

- 33.01 Understand urinalysis techniques related to normal and abnormal components of the urine.
- 33.02 Perform urinalysis techniques related to collection and preservation of specimens.
- 33.03 Perform urinalysis techniques related to physical properties of urine
- 33.04 Perform urinalysis techniques related to dipstick urine pH and describe clinical significance.
- 33.05 Discuss urinalysis techniques related to urine specific gravity techniques.
- 33.06 Perform dipstick or tablet (nonautomated) urinalysis techniques related to performance of chemical tests.
- 33.07 Discuss urinalysis techniques related to microscopic identification of significant elements.
- 33.08 Perform urinalysis techniques related to principles and use of centrifuge.



34.0 Demonstrate basic knowledge of clinical chemistry, perform clinical laboratory "Waived Tests"–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1; SC.912.P.10.18

- 34.01 Perform techniques of clinical chemistry related to metric measurement.
- 34.02 Perform techniques of clinical chemistry related to laboratory glassware and equipment.
- 34.03 Perform techniques of clinical chemistry related to reagent preparation, laboratory equipment and laboratory techniques.
- 34.04 Discuss techniques of clinical chemistry related to standardization of procedure and use of standards, blanks and controls.
- 34.05 Discuss techniques of clinical chemistry related to visual colorimetry; calibration and use of the spectrophotometer.
- 34.06 Demonstrate an understanding of the relationship between common clinical chemical tests and specific body systems and disorders.

35.0 Demonstrate basic knowledge of hematology, perform clinical laboratory "Waived Tests"–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.34; SC.912.N.1.1

- 35.01 Discuss techniques of hematology related to counting formed elements of blood.
- 35.02 Perform techniques of hematology related to preparation and staining.
- 35.03 Discuss techniques of cell differential microscopic examination of blood films.
- 35.04 Perform techniques of hematology related to spun hematocrit tests.
- 35.05 Discuss techniques of hematology related to bleeding and clotting times.
- 35.06 Perform techniques of hematology related to hemoglobin tests.
- 35.07 Discuss techniques of hematology related to calculation of red blood cell indices.
- 35.08 Discuss basic techniques of hematology related to normal and abnormal physiology.

36.0 Successfully complete learning experiences in the clinical setting–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 36.01 Observe and participate as appropriate in skills outlined in outcomes for medical lab assisting.
- 36.02 Complete clinical rotations.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Nursing Assistant (Acute and Long Term Care)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Career

Secondary – Career Preparatory		
Program Number	8417210	
CIP Number	0317060201	
Grade Level	9-12, 30, 31	
Standard Length	3 credits	
Teacher Certification	Health Science 1 and 2	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Nursing Assistant 3	PRAC NURSE @7G *(Registered Nurse) REG NURSE 7 G
CTSO	HOSA	
SOC Codes (all applicable)	31-1014 Nursing Assistants 31-9099 Healthcare Support Workers, All Other	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This course is designed to prepare students for employment as nursing assistants SOC- 31-1014 (Nursing Assistants) in nursing homes, hospitals, or other health care facilities.

The content includes, but is not limited to, interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, pet-facilitated therapy, health and safety including Cardio-pulmonary Resuscitation (CPR) – heart saver level, and employability skills.

Successful completion of this program from an approved school prepares the student for certification for employment as a Nursing Assistant in a nursing home, in accordance with Chapter 464.203, Florida Statutes. To be approved, the course must be taught by a registered nurse. Those students who satisfactorily complete an approved course are eligible to apply to take the national nursing assistant examination being utilized in Florida, in accordance with Chapter 464.203, F.S. Nursing assistants do not need to be certified except to work in nursing homes unless it is a condition for employment in other institutions. This program includes both Acute and Long Term Care.

New programs must be approved by the Board of Nursing, Department of Health prior to enrolling students.

Students must have a minimum of 16 hours of training in communication and interpersonal skills, infection control, safety/emergency procedures, promoting residents' independence, and respecting residents' rights prior to any direct contact with a resident.

Students completing this program and the course Home Health Aide 3 have met the requirements for and may be known as a Patient Care Assistant.

### **Program Structure**

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)

8417110 - Health Science 2 (one credit)

This program is a planned sequence of instruction consisting of two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2

OCP	Course Number	Course Title	Length	SOC Code	Level
B	8417211	Nursing Assistant 3	1 credit	31-1014	3

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Nursing assisting clinical requirements can be found in F.A.C. 64B9-15.006.

Students will perform nursing skills in the clinical and simulated laboratory settings under the supervision of a qualified registered nurse instructor. The recommended teacher/student ratio in the clinical area is 1 to 12, but the maximum is 1 to 15. Clinical and simulated laboratory learning experiences must correlate with 80 hours of didactic instruction. For nursing assistant certification a minimum of 40 hours clinical experiences must be obtained. Simulated labs are not a substitute for clinical experience. Twenty hours of this clinical experience must be in a licensed nursing home.

Persons Who Are Enrolled In A State Approved Nursing Assistant Training Program, Approved By The Department Of Education, May Be Employed By A Licensed Nursing Home For A Period Of Four Months. The Certification Requirements Must Be Met Within Four Months Of Such Initial Employment, However.

### Special Notes

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

**This program must be taught by a Registered Nurse meeting the qualifications as set forth in 64B9-15.004 (3) (a) F.A.C.**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

## Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Nursing Assistant 3	^^	^^	^^	9/53 17%	#	2/56 4%	#	#	2/35 6%	1/42 2%	#	#

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

## Career and Technical Student Organization (CTSO)

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## 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.

## Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general

knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

## **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to

<http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.
- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Use verbal and written communications specific to nurse assisting.
- 23.0 Demonstrate legal and ethical responsibilities specific to nurse assisting.
- 24.0 Perform physical comfort and safety functions specific to nurse assisting.
- 25.0 Provide personal patient care.
- 26.0 Perform patient care procedures.
- 27.0 Apply principles of nutrition.
- 28.0 Provide care for geriatric patients.
- 29.0 Apply the principles of infection control specific to nursing assisting.
- 30.0 Provide biological, psychosocial, and social support.
- 31.0 Perform supervised organizational functions, following the patient plan of care.
- 32.0 Assist with restorative (rehabilitative) activities.
- 33.0 Perform skills related to the hospital setting.

34.0 Provide care for the adult patient.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, and 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.

02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standard and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.

06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand washing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills—The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1



- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict. .
  - 21.07 Demonstrate effective techniques for managing team conflict.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:**            **Nursing Assistant 3**  
**Course Number:**       **8417211**  
**Course Credit:**         **1**

**Course Description:**

This is a course designed to prepare the student to provide/assist with all aspects of activities of daily living for the adult patient in both hospital and nursing home settings. The course, which is taught by a registered nurse, includes didactic instruction, skills practice in the laboratory and clinical experience. Emphasis is also placed on the development of communication, interpersonal, problem solving and critical thinking skills.

Upon successful completion, the student is eligible to apply to sit for the Florida State Certified Nursing Assistant exam which qualifies as industry certification. The course is an exit point with an OCP B completion.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
<b>Algebra 1</b>	^^	<b>Biology 1</b>	2/56 4%	<b>Anatomy/Physiology Honors</b>	9/53 17%	<b>Astronomy Solar/Galactic Honors</b>	#
<b>Algebra 2</b>	^^	<b>Chemistry 1</b>	#	<b>Genetics</b>	2/35 6%	<b>Marine Science 1 Honors</b>	1/42 2%
<b>Geometry</b>	^^	<b>Physics 1</b>	#	<b>Earth-Space Science</b>	#	<b>Physical Science</b>	#

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

22.0 Use verbal and written communications specific to nurse assisting–The student will be able to:

- 22.01 Obtain specified data from patient and family.
- 22.02 Utilize verbal and written information to assist with the patient's plan of care.
- 22.03 Demonstrate use of the intercom.

23.0 Demonstrate legal and ethical responsibilities specific to nurse assisting–The student will be able to:

- 23.01 Demonstrate legal and ethical behavior within the role and scope of nursing assistant responsibilities, including conflict resolution.
- 23.02 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).

- 23.03 Follow policies and procedures affecting the health, safety, and well-being of patients.
  - 23.04 Recognize and report signs of substance abuse.
  - 23.05 Follow legal guidelines in charting.
  - 23.06 Exhibit behavior supporting and promoting residents' rights.
  - 23.07 Discuss Florida certified nursing assistant rules.
- 24.0 Perform physical comfort and safety functions specific to nurse assisting—The student will be able to:
- 24.01 Maintain patient units and equipment.
  - 24.02 Maintain service areas on the units including supplies and equipment.
  - 24.03 Observe, report, and note changes in the patient's behavior daily, including mental awareness.
  - 24.04 Adjust bed and side-rails.
  - 24.05 Transfer patient using mechanical lifters using proper body mechanics and patient safety measures.
  - 24.06 Turn and position patient.
  - 24.07 Apply protective devices as directed (e.g., vest and belt).
  - 24.08 Apply comfort devices as directed (e.g., foot-board, over bed cradle, alternating pressure mattress).
  - 24.09 Assist patient to dangle.
  - 24.10 Assist patient in ambulation, including the use of crutch, cane, or walker.
  - 24.11 Assist patient in using wheelchair.
  - 24.12 Assist patient with care and use of prosthetic/orthotic devices.
  - 24.13 Administer back rub.
  - 24.14 Describe emergency procedures utilized in the clinical area(s).
  - 24.15 Implement appropriate Joint Commission patient safety goals.
- 25.0 Provide personal patient care—The student will be able to:
- 25.01 Give bed bath; observe and report changes in patient.
  - 25.02 Assist with shower or tub bath, including the use of specialty tubs.
  - 25.03 Assist patient with sink, tub, shower, or bed shampoo.
  - 25.04 Shave patient.
  - 25.05 Groom patient, including hair, skin, foot, and nail care.
  - 25.06 Assist with and/or administer oral hygiene including denture care.
  - 25.07 Assist patient with toileting.
  - 25.08 Assist patient to dress.
  - 25.09 Assist patient with meals.
  - 25.10 Provide bowel and bladder training.
  - 25.11 Give perineal care.
  - 25.12 Empty urinary drainage.
- 26.0 Perform patient care procedures—The student will be able to:
- 26.01 Demonstrate ability to accurately measure and record vital signs.
  - 26.02 Admit patient.
  - 26.03 Transfer patient.
  - 26.04 Discharge patient.
  - 26.05 Make unoccupied/occupied bed.

- 26.06 Measure and record patient's height and weight.
- 26.07 Assist patient in passive range-of-motion exercises.
- 26.08 Apply anti-embolic hose and sequential compression devices.
- 26.09 Collect, strain, and/or test routine urine specimen.
- 26.10 Collect timed urine specimen.
- 26.11 Monitor catheter drainage system.
- 26.12 Collect clean-catch (midstream-voided) urine specimen.
- 26.13 Monitor fluid intake and output (I&O), including forcing and restricting fluids.
- 26.14 Observe, record, and report patient's emesis.
- 26.15 Monitor and assist with care of catheters.
- 26.16 Assist with ostomy care.
- 26.17 Collect stool specimen.
- 26.18 Perform postmortem care.
- 26.19 Maintain patient-belongings list.
- 26.20 Care for patients with nasal, gastrostomy, and/or intravenous tubes.
- 26.21 Collect sputum specimen.

27.0 Apply principles of nutrition—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.1, 2, 4

- 27.01 Identify nutrients and food groups.
- 27.02 Explain regional, cultural, and religious food preferences.
- 27.03 Describe special diets.
- 27.04 Prepare a basic food plan.
- 27.05 Check patient's diet tray for accuracy.
- 27.06 Identify methods of maintaining fluid balance.

28.0 Provide care for geriatric patients—The student will be able to:

- 28.01 Identify safety principles as related to the elderly.
- 28.02 Describe general characteristics, particular needs, and problems of the elderly.
- 28.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
- 28.04 Distinguish between fact and fallacy about the aging process.
- 28.05 Identify community resources and services available to the elderly.
- 28.06 Apply Reality Orientation Techniques and Validation Therapy.
- 28.07 Provide and involve patients in diversional activities.
- 28.08 Identify common alterations in elderly patient behavior.
- 28.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).
- 28.10 Recognize and respond appropriately to symptoms of common diseases including dementia, depression/suicide and Alzheimer's.

29.0 Apply the principles of infection control specific to nursing assisting—The student will be able to:

- 29.01 Provide care for patients with infectious diseases applying the principles of "Universal (Standard) Precautions" utilized with all patients as well as special procedures required.

- 29.02 Set up isolation unit using proper personal protective equipment (PPE) for all types of isolation.
- 29.03 Follow isolation procedure with food tray, garments, and other materials.
- 29.04 Collect specimen from patient in isolation.

30.0 Provide biological, psychological, and social support—The student will be able to:

- 30.01 Discuss family roles and their significance to health.
- 30.02 Respond to patient and family emotional needs.

31.0 Perform supervised organizational functions, following the patient plan of care—The student will be able to:

- 31.01 Organize patient-care assignments.
- 31.02 Complete assignments accurately and in a timely manner.

32.0 Assist with restorative (rehabilitative) activities—The student will be able to:

- 32.01 List the purposes of restorative (rehabilitation) program.
- 32.02 Assist patient with specified restorative (rehabilitation) needs.
- 32.03 Assist patients/residents to reach the optimum level of independence.

33.0 Perform skills related to the hospital setting—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.11, 14, 51

- 33.01 Care for hospital equipment and supplies.
- 33.02 Transfer patient to stretcher.
- 33.03 Assist patient to apply binders.
- 33.04 Care for patient in skin and skeletal traction.
- 33.05 Assist with pre-operative and post-operative patient care.
- 33.06 Reinforce dressings.
- 33.07 Practice nursing procedures from the nursing assistant module in hospital setting.

34.0 Provide care for the adult patient—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 38, 39, 44

- 34.01 Assist with physical examination.
- 34.02 Care for patients receiving oxygen therapy.
- 34.03 Change an unsterile dressing.
- 34.04 Take an apical pulse.
- 34.05 Take an apical-radial pulse.
- 34.06 Take pedal pulse.
- 34.07 Give cast care.
- 34.08 Give artificial eye/contact lens care.
- 34.09 Demonstrate understanding and knowledge of patients with common health problems.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Vision Care Assisting  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory		
Program Number	8417230	
CIP Number	0317070202	
Grade Level	9-12, 30, 31	
Standard Length	4 credits	
Teacher Certification	Health Science 1 and 2	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Vision Care Assisting 3 and 4	OPTICS @7 G
CTSO	HOSA	
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2081 Opticians, Dispensing	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as vision care assistants (Industry Title) at the aide level to assist opticians: dispensing and measuring, lens grinders, and other trained workers in the field of optics SOC 29-2081 (Opticians, Dispensing).

The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

### Program Structure

This program is a planned sequence of instruction consisting of four courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)  
8417110 - Health Science 2 (one credit)

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417231	Vision Care Assisting 3	1 credit	29-2081	3
	8417232	Vision Care Assisting 4	1 credit		3

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Simulation and clinical laboratory experiences are integrated with the didactic portion of this program.

**This program requires a clinical component of approximately 50% the length of the program.**

### Special Notes

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**



**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

**Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Vision Care Assisting 3	^^	^^	^^	**	**	**	**	**	**	**	**	**
Vision Care Assisting 4	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fl DOE.org/workforce/dwdframe/essential\\_skills.asp](http://www.fl DOE.org/workforce/dwdframe/essential_skills.asp)).

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on

different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.
- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.

- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Dispense optical supplies.
- 23.0 Demonstrate and perform basic skills relating to lenses.
- 24.0 Perform front desk activities.
- 25.0 Edge, tint and inspect a pair of glass or plastic lenses and insert into a frame.
- 26.0 Demonstrate knowledge of frame selection techniques used in a dispensing office setting.
- 27.0 Demonstrate knowledge of frame adjustment and alignment.
- 28.0 Recognize patient needs in relation to lens characteristics.
- 29.0 Complete a case history.
- 30.0 Prepare patients for and assist in testing for eye disorders.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.

01.02 Identify body planes, directional terms, quadrants and cavities.

01.03 Define the chemical processes that maintain life.

02.0 Use correct medical terminology relating to body structure and function—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.
- 02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

- 03.01 Describe cell structure and function in healthy tissue.
- 03.02 Describe cell structure and function in diseased tissue.
- 03.03 List the four main types of tissue.
- 03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

- 04.01 Describe the structure and function of each body system across the lifespan.
- 04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.
- 04.03 Identify health careers related to each body system.
- 04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

- 05.01 List and explain the direct and indirect causes of disease.
- 05.02 Explain the chain of transmission.
- 05.03 Discuss the immune system.
- 05.04 Define and explain homeostasis.
- 05.05 List and discuss the body's defense mechanisms.
- 05.06 Describe DNA and its role in human heredity.
- 05.07 Describe the role of human genetics in relation to genetic diseases.
- 05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.

06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."



- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand washing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills—The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict.
  - 21.07 Demonstrate effective techniques for managing team conflict.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Vision Care Assisting 3  
**Course Number:** 8417231  
**Course Credit:** 1

**Course Description:**

This course is one of the two courses that prepare students to be Vision Care Assistants. Content includes, but is not limited to, care and maintenance of contact lenses and eyewear, basic skills pertaining to lens manufacturing, office support skills and patient safety.

The student completing this course will be able to perform the following intended outcomes and student performance standards:

- 22.0 Demonstrate knowledge of the visual system--The students will be able to:
- 22.01 Identify the anatomy of the eye.
  - 22.02 Describe the physiology of each part of the eye.
  - 22.03 Describe the visual pathway.
  - 22.04 Define refractive errors.
  - 22.05 Explain the most common conditions of the eye.
- 23.0 Gather patient history and all relevant data in preparation for a complete eye exam--The students will be able to:
- 23.01 Record personal information and the patient's chief complaint.
  - 23.02 Record the patient's medical and ocular history.
  - 23.03 Record the family's medical and ocular history using proper medical abbreviations.
  - 23.04 Identify preexisting conditions and medications affecting the eye.
  - 23.05 Elicit information with respect to current pertinence for examination.
- 24.0 Prepare patients for and assist in testing for eye disorders--The students will be able to:
- 24.01 Accurately take and record patient blood pressure, pulse, height and weight.
  - 24.02 Accurately screen and record patient visual acuity.
  - 24.03 Accurately evaluate and record.
    - 24.03.01 Dominant eye and hand
    - 24.03.02 Cover test for muscular imbalance
    - 24.03.03 Saccadic for erratic eye movements
    - 24.03.04 Near point of convergence
    - 24.03.05 Pursuits, rotations and versions
  - 24.04 Demonstrate knowledge of selected instruments used in determining specific eye disorders.
- 25.0 Perform medical administrative office tasks--The students will be able to:
- 25.01 Schedule and confirm appointments.

- 25.02 Process all types of incoming and outgoing correspondence.
- 25.03 Organize office procedures from a management perspective.
  - 25.03.01 Verification of insurance benefits
  - 25.03.02 Medical records management.
  - 25.03.03 Insurance claims procedures
- 25.04 Perform filing using a variety of methods.
- 25.05 Implement appropriate JCAHO patient safety goals.
- 25.06 Manage frame boards.

26.0 Recognize patient needs in relation to lens characteristics--The students will be able to:

- 26.01 Interpret the various symbols and abbreviations in a written eyeglass and contact lens prescription.
- 26.02 Distinguish lens criteria for myopic, hyperopic, astigmatic and presbyopic correction.
- 26.03 Identify the different designs of multifocal lenses to fit the patient's needs.
- 26.04 Calculate focal lengths from dipotric values.
- 26.05 Measure vertex distance and compensate for contact lens use.
- 26.06 Accurately measure a patient's needs with the use of a phoropter.
- 26.07 Define prism imbalance, vertical imbalance and full imbalance.
- 26.08 Identify the effects of optical prism on lenses.
- 26.09 Describe the effects of types of tint on the eye.
- 26.10 Estimate the best transmission value related to light.

27.0 Demonstrate knowledge of frame selection techniques used in a dispensing office setting--The students will be able to:

- 27.01 Distinguish between square, round, rectangular, oblong and oval features.
- 27.02 Compare features with large, long and small nasal attributes.
- 27.03 Contrast hair and skin tone.
- 27.04 Select a frame such that the horizontal and vertical fit the patient's needs.
- 27.05 Select a frame such that the material and color fit the patient's needs.
- 27.06 Select a frame considering lens thickness and material.
- 27.07 Select a frame considering temple length.
- 27.08 Identify and record frame measurements and markings.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Vision Care Assisting 4  
**Course Number:** 8417232  
**Course Credit:** 1

**Course Description:**

This course is the second of two courses that prepare students to be Vision Care Assistants. Content includes, but is not limited to, creation and completion of eyewear, frame selection techniques, frame adjustment and alignment, patient needs in relation to eyewear, compiling a patient case history as well as assisting in eye disorder testing.

The student completing this course will be able to perform the following intended outcomes and student performance standards.

28.0 Demonstrate knowledge of frame adjustment and alignment--The students will be able to:

- 28.01 Identify frame parts and materials.
- 28.02 Demonstrate knowledge of frame measurement.
- 28.03 Demonstrate pupillary distance measurement.
- 28.04 Demonstrate frame selection considering customer and frame characteristics.
- 28.05 Select correct frame and bridge size.
- 28.06 Verify prescription information.
- 28.07 Perform frame adjustment and alignment.
- 28.08 Perform frame repairs.
- 28.09 Identify occupational eyewear and special purpose frames.

29.0 Demonstrate and perform basic skills relating to lenses--The students will be able to:

- 29.01 Use a manual lensometer.
- 29.02 Find the optical center of a sphere and a spherocylindrical lens in a manual lensometer.
- 29.03 Convert a lens according to the principals of toric transposition.
- 29.04 Duplicate a pair of prescription eyeglasses.
- 29.05 Calculate lens size.
- 29.06 Calculate decentration.
- 29.07 Perform special mountings-drill and groove procedures.
- 29.08 Demonstrate knowledge of lens tinting.
- 29.09 Check finished product against ANSI standards.

30.0 Edge, tint and inspect a pair of glass or plastic lenses and insert into a frame--The students will be able to:

- 30.01 Spot the optical center on any given axis in a pair of single vision, bifocal, or progressive lenses.
- 30.02 Decenter and block any given lens avoiding unwanted prism.



- 30.03 Edge any single vision or multifocal lens to mount in a plastic, metal, semi-rimless and rimless frame.
- 30.04 Apply a safety bevel.
- 30.05 Tint and coat various lenses.
- 30.06 Insert lens into a frame.
- 30.07 Inspect completed spectacles to meet ANSI Standards.

31.0 Dispense optical supplies--The students will be able to:

- 31.01 Select frames according to prescription suitability, color, style and size.
- 31.02 Fill out Rx card completely and correctly.
- 31.03 Take proper patient measurements.
- 31.04 Dispense eyewear.
- 31.05 Adjust frames to patient's face using standard alignment.
- 31.06 Manage frame-boards.
- 31.07 Dispense contact lenses.
- 31.08 Describe types and care systems for contact lenses.
- 31.09 Demonstrate insertion and removal techniques of contact lenses.
- 31.10 Use keratometer.
- 31.11 Demonstrate knowledge of frame repair.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health Unit Coordinator (Secondary)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory		
Program Number	8417280	
CIP Number	0317051301	
Grade Level	9-12, 30, 31	
Standard Length	4 credits	
Teacher Certification	Health Science 1 and 2	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
	Health Unit Coordinator 1 and 2	PRAC NURSE @7 G *(Registered Nurse) REG NURSE 7 G TEC MED @7 G MED RECTEC @ 7 G
CTSO	HOSA	
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 43-6013 Medical Secretaries	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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.

This program is designed to prepare students for employment as health unit clerks or health unit coordinators SOC 43-6013 (Medical Secretaries). Transcription of physicians' orders is an integral part of this course.

The content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues, simulated practice with standard equipment and supplies used in a health care facility by the health unit coordinator. Clinical learning experiences are an integral part of this program.

### **Program Structure**

This program is a planned sequence of instruction consisting of four courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in post-secondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The two courses in the core are:

8417100 - Health Science 1 (one credit)

8417110 - Health Science 2 (one credit)

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8417100	Health Science 1	1 credit	31-9099	2
	8417110	Health Science 2	1 credit		2
B	8417281	Health Unit Coordinator 1	1 credit	43-6013	2
	8417282	Health Unit Coordinator 2	1 credit		2

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**This program requires a clinical component of approximately 50% the length of the program.**

### **Special Notes**

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science 1.**

**When Health Science 1 and Health Science 2 are completed they may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following the completion of Health Science 1 and Health Science 2, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

It is recommended that completers of this program take the National Association of Health Unit Coordinators Certification examination which is offered annually.

**Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Health Science 1	^^	^^	^^	36/53 68%	#	22/56 39%	2/55 4%	#	14/35 40%	4/42 10%	2/56 4%	1/53 2%
Health Science 2	^^	^^	^^	8/53 15%	6/52 12%	7/56 13%	8/55 15%	5/58 9%	5/35 14%	8/42 19%	8/56 14%	6/53 11%
Health Unit Coordinator 1	^^	^^	^^	2/53 4%	6/52 12%	5/56 9%	6/55 11%	6/58 10%	2/35 6%	6/42 14%	6/56 11%	6/53 11%

Course	Math			Science									
				#	#	#	#	#	#	#	#	#	
Health Unit Coordinator 2	^^	^^	^^										

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Discuss and describe an overview of the human body, including organization and chemical processes.
- 02.0 Use correct medical terminology relating to body structure and function.
- 03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions.
- 04.0 Identify and discuss the structure and function of the body systems in health and disease.
- 05.0 Identify and explain factors relating to the transmission of disease.
- 06.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 11.0 Recognize and respond to emergency situations.

- 12.0 Recognize and practice infection control procedures.
- 13.0 Use information technology tools.
- 14.0 Explain the importance of employability skill and entrepreneurship skills.
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 16.0 Demonstrate mathematics and science knowledge and skills.
- 17.0 Demonstrate language arts knowledge and skills.
- 18.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 19.0 Solve problems using critical thinking skills, creativity and innovation.
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 22.0 Interpret and apply medical terminology specific to health unit clerks.
- 23.0 Organize and maintain efficient work practices.
- 24.0 Perform clerical duties.
- 25.0 Practice safety/security.
- 26.0 Operate computers.
- 27.0 Read, interpret and transcribe physicians' orders.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 1  
**Course Number:** 8417100  
**Course Credit:** 1

**Course Description:**

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	22/56 39%	Anatomy/Physiology Honors	36/53 68%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	14/35 40%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	#	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

**01.0 Discuss and describe an overview of the human body, including organization and chemical process—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.14.1, 2, 3, 13, 14, 15, 20, 24, 25, 26, 27, 29, 30, 32, 33, 34, 36, 38, 39, 42, 44, 46, 47, 49, 50, 51, 52; SC.912.L.16.2, 3, 4, 5, 8; SC.912.L.18.8, 10, 11, 12

- 01.01 Define basic structural and functional organization of the human body including chemical, cellular, tissue and organ systems.
- 01.02 Identify body planes, directional terms, quadrants and cavities.
- 01.03 Define the chemical processes that maintain life.

**02.0 Use correct medical terminology relating to body structure and function—The student will be able to:**

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.14.13, 14, 15, 20, 24, 25, 26, 29

- 02.01 Use anatomical terminology to describe location of parts or areas of the body or to describe the relation of one part to another.



02.02 Use correct medical terminology including roots, prefixes and suffixes to indicate anatomical structures.

03.0 Identify cells and tissues microscopically and macroscopically and relate their specialized functions–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 11, 12, 16; SC.912.L.16.4, 8, 14

03.01 Describe cell structure and function in healthy tissue.

03.02 Describe cell structure and function in diseased tissue.

03.03 List the four main types of tissue.

03.04 Define the location and function of tissues.

04.0 Identify and discuss the structure and function of the body systems in relation to health and disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.1, 2, 3, 13, 14, 15, 16, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 42, 44, 45, 46, 47, 49, 50, 51, 52; SC.912.L.16.8, 13

04.01 Describe the structure and function of each body system across the lifespan.

04.02 Identify common diseases and disorders of each body system including etiology, prevention, pathology, diagnosis and treatment/rehabilitation.

04.03 Identify health careers related to each body system.

04.04 Perform skills related to specific body systems.

05.0 Identify and explain factors relating to the transmission of disease–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 30, 32, 34, 35, 44, 46, 49, 52; SC.912.L.15.14, 15; SC.912.L.16.2, 3, 4, 5, 7, 8, 9, 10, 14

05.01 List and explain the direct and indirect causes of disease.

05.02 Explain the chain of transmission.

05.03 Discuss the immune system.

05.04 Define and explain homeostasis.

05.05 List and discuss the body's defense mechanisms.

05.06 Describe DNA and its role in human heredity.

05.07 Describe the role of human genetics in relation to genetic diseases.

05.08 Identify current issues related to genetic research.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Science 2  
**Course Number:** 8417110  
**Course Credit:** 1

**Course Description:**

This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	7/56 13%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	5/35 14%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

06.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 06.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 06.02 Identify common methods of payment for healthcare services.
- 06.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 06.04 Describe the composition and functions of a health care team.
- 06.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 06.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 06.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.

06.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

07.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 07.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 07.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 07.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 07.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 07.05 Use appropriate medical terminology and abbreviations.
- 07.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 07.07 Recognize the importance of patient/client education regarding health care.
- 07.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 07.09 Analyze elements of communication using a sender-receiver model.
- 07.10 Distinguish between and report subjective and objective information.
- 07.11 Report relevant information in order of occurrence.
- 07.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 07.13 Locate, organize and reference written information from various sources. CM3.0
- 07.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 07.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 07.16 Apply active listening skills to obtain and clarify information. CM7.0
- 07.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 07.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

08.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 08.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 08.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 08.03 Demonstrate procedures for accurate documentation and record keeping.
- 08.04 Interpret healthcare facility policy and procedures.
- 08.05 Explain the patients' "Bill of Rights."

- 08.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 08.07 Describe advance directives.
- 08.08 Distinguish between express, implied and informed consent.
- 08.09 Explain the laws governing harassment, labor and employment.
- 08.10 Differentiate between legal and ethical issues in healthcare.
- 08.11 Describe a Code of Ethics consistent with the health care occupation.
- 08.12 Identify and compare personal, professional and organizational ethics.
- 08.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 08.14 Recognize and report illegal and/or unethical practices of health care workers.
- 08.15 Recognize and report abuse including domestic violence and neglect.
- 08.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 08.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 08.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 08.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 08.20 Distinguish among the five schedules of controlled substances.

09.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 09.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 09.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 09.03 Identify psychological reactions to illness including defense mechanisms.
- 09.04 Identify complementary and alternative health practices including biomedical therapies
- 09.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 09.06 Explain basic concepts of positive self image, wellness and stress.
- 09.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 09.08 Explore and utilize the U.S, Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 09.09 Recognize the steps in the grief process.

10.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 10.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 10.02 Demonstrate the safe use of medical equipment.
- 10.03 Explain and apply the theory of root- cause analysis
- 10.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 10.05 Identify and practice security procedures for medical supplies and equipment.
- 10.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 10.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 10.08 Demonstrate proper body mechanics and ergonomics.
- 10.09 Demonstrate the procedure for properly identifying patients.
- 10.10 Demonstrate procedures for the safe transport and transfer of patients.
- 10.11 Describe fire safety, disaster and evacuation procedures.
- 10.12 Create a disaster and/or emergency response plan. SHE2.3
- 10.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 10.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

11.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Monitor and record vital signs.
- 11.02 Describe legal parameters relating to the administration of emergency care.
- 11.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 11.04 Recognize adverse drug related emergencies and take appropriate first aid action.

12.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52, SC.912.L.17.6, 14, 16

- 12.01 Define principles of infection control including standard and transmission based precautions.
- 12.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 12.03 Demonstrate knowledge of surgical asepsis.
- 12.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

13.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 13.01 Describe technology applications in healthcare.
  - 13.02 Define terms and demonstrate basic computer skills.
  - 13.03 Interpret information from electronic medical documents.
  - 13.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 13.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 13.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 13.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 14.0 Explain the importance of employability skill and entrepreneurship skills–The student will be able to:
- 14.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 14.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 14.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 14.04 Write an appropriate resume.
  - 14.05 Conduct a job search and complete a job application form correctly.
  - 14.06 Demonstrate competence in job interview techniques.
  - 14.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 14.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 14.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 14.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 14.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 14.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 14.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 14.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 14.15 Research the benefits of ongoing professional development. ECD9.0
  - 14.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 15.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 15.01 Recognize emerging diseases and disorders.
- 15.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 15.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 15.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 15.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 15.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

16.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 16.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 16.02 Measure time, temperature, distance, capacity, and mass/weight.
- 16.03 Make, use and convert using both traditional and metric units.
- 16.04 Make estimates and approximations and judge the reasonableness of the result.
- 16.05 Convert from regular time to the 24-hour clock.
- 16.06 Demonstrate ability to evaluate and draw conclusions.
- 16.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 16.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 16.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 16.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

17.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 17.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 17.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 17.03 Present information formally and informally for specific purposes and audiences. AF2.9

18.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 18.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 18.02 Describe the effect of money management on personal and career goals. FL3.0
- 18.03 Develop a personal budget and financial goals. FL3.1

- 18.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 18.05 Maintain financial records. FL3.3
  - 18.06 Read and reconcile financial statements. FL3.4
  - 18.07 Research, compare and contrast investment opportunities. FL4.0
- 19.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 19.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 19.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 19.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 19.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 20.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 20.01 Describe the nature and types of business organizations. SY1.0
  - 20.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 20.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 20.04 Explain the impact of the global economy on business organizations. SY2.0
- 21.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 21.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 21.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 21.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 21.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 21.05 Analyze attributes and attitudes of an effective leader.
  - 21.06 Recognize factors and situations that may lead to conflict. .
  - 21.07 Demonstrate effective techniques for managing team conflict.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Unit Coordinator 1 of 2  
**Course Number:** 8417281  
**Course Credit:** 1

**Course Description:**

This course prepares students to be employed as Health Unit Coordinators/Health Unit Clerks. Content includes, but is not limited to, medical terminology, organization and efficiency in the workplace, computer operations, as well as aiding in Physicians' orders.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	5/56 9%	Anatomy/Physiology Honors	2/53 4%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	6/55 11%	Genetics	2/35 6%	Marine Science 1 Honors	6/42 14%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	6/58 10%	Physical Science	6/56 11%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
 # Alignment attempted, but no correlation to academic course.

The student completing this course will be able to perform the following intended outcomes and student performance standards:

22.0 Interpret and apply medical terminology specific to health unit clerks—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.N.1.1, 6

- 22.01 Identify components of medical terms.
- 22.02 Spell, pronounce and define medical terms, as related to Health Unit Coordinator.
- 22.03 Relate medical terminology to the body systems.
- 22.04 Identify and define standard abbreviations and medical symbols.
- 22.05 Identify apothecary and metric systems.

23.0 Organize and maintain efficient work practices--The student will be able to:

- 23.01 Arrange daily activities by priority.
- 23.02 Prepare and post unit information lists.
- 23.03 Maintain a supply of assembled medical/surgical admission packets.

- 23.04 Operate and troubleshoot labeling machines.
- 23.05 Distribute forms and articles from in-basket.
- 23.06 Identify, store and maintain unit equipment/supplies in a neat and orderly manner.
- 23.07 Sanitize nursing station equipment.

24.0 Perform clerical duties—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.3, 4, 6, 7

- 24.01 Record patients' allergies.
- 24.02 Prepare and add forms to chart.
- 24.03 Record vital signs and patient information.
- 24.04 Prepare patients' admission chart.
- 24.05 Record admission data on unit records.
- 24.06 Prepare discharge chart for medical records.
- 24.07 Obtain previous admission records/x-rays.
- 24.08 Post all reports on charts.
- 24.09 File and retrieve assorted forms.
- 24.10 Perform patient admission, transfer and discharge procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Health Unit Coordinator 2 of 2  
**Course Number:** 8417282  
**Course Credit:** 1

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	#	Anatomy/Physiology Honors	#	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	#	Genetics	#	Marine Science 1 Honors	#
Geometry	^^	Physics 1	#	Earth-Space Science	#	Physical Science	#

<sup>^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review  
<sup>#</sup> Alignment attempted, but no correlation to academic course.

25.0 Practice safety/security—The student will be able to:

- 25.01 Participate in emergency or disaster plan, CPR and first aid.
- 25.02 Initiate codes upon nurse's directions.
- 25.03 Contact nursing personnel regarding EKG abnormalities.
- 25.04 Implement appropriate The Joint Commission patient safety goals.

26.0 Operate computers—The student will be able to:

- 26.10 Sign on to computers.
- 26.11 Enter data/computer code.
- 26.12 Correct mistakes.
- 26.13 Use back-up system.
- 26.14 Call up information stored in computer.
- 26.15 Keyboard at a minimum of 30 words per minute.

27.0 Read, interpret and transcribe physicians' orders—The student will be able to:

- 27.10 Identify all types of physician's orders.
- 27.11 Prioritize orders for transcription.
- 27.12 Prepare and route requisitions manually or via computer.
- 27.13 Arrange for ordered consultations.
- 27.14 Schedule patients' treatments or therapy with other hospital departments.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Pharmacy Technician  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

Secondary – Career Preparatory	
Program Number	8418200
CIP Number	0317050705
Grade Level	9-12, 30, 31
Standard Length	7 credits
Teacher Certification	PHARMACY @7 G
CTSO	HOSA, Skills USA
SOC Codes (all applicable)	29-2052 Pharmacy Technicians 31-9095 Pharmacy Aides
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</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 program is designed to prepare students for employment as pharmacy technicians SOC 29-2052

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management,

finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to metric system, medical terminology, medicinal drugs, pharmaceutical compounding, USP 795 standards, sterile techniques, USP 797 standards, maintenance of inventory, IV preparation, receiving and handling of hazardous materials, preparing purchase orders, receiving and checking supplies purchased, printing labels, typing prescription labels, delivering medications, pricing prescription drug orders and supplies, prepackaging unit dose packages, patient record systems, control records, data processing automation in pharmacy, computer application, employability skills, leadership and human relations skills, health and safety, including CPR. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Science program. Once successfully completed, the core does not need to be repeated at any instructional level.

### Program Structure

This program is a planned sequence of instruction consisting of seven courses and two occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8418210	Pharmacy Technician 1	1 credit	31-9099	2
B	8418220	Pharmacy Technician 2	1 credit	29-2052	2
	8418230	Pharmacy Technician 3	1 credit		2
	8418240	Pharmacy Technician 4	1 credit		2
	8418250	Pharmacy Technician 5	1 credit		2
	8418260	Pharmacy Technician 6	1 credit		2
	8418270	Pharmacy Technician 7	1 credit		2

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Clinical practicum experiences are an integral part of this program.

### Special Notes

This program must be approved by the Board of Pharmacy. Program completers who wish to work as Pharmacy Technicians in the State of Florida must register with the Board of Pharmacy (465.014 F.S.).

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

It is recommended that program completers take national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board, 2215 Constitution Ave, Washington, DC 20037-2985, 202-429-7576. This certification is offered three times annually.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

### Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Pharmacy Technician 1	^^	^^	^^	8/53 15%	11/52 21%	8/56 14%	13/55 24%	10/58 17%	6/35 17%	12/42 29%	13/56 23%	11/53 21%
Pharmacy Technician 2	^^	^^	^^	3/53 6%	6/52 12%	6/56 11%	10/55 18%	5/58 9%	2/35 6%	8/42 19%	10/56 18%	6/53 11%

Course	Math			Science									
Pharmacy Technician 3	^^	^^	^^	1/53 2%	3/52 6%	1/56 2%	4/55 7%	3/58 5%	1/35 3%	3/42 7%	3/56 5%	3/53 6%	
Pharmacy Technician 4	^^	^^	^^	7/53 13%	1/52 2%	4/56 7%	8/55 15%	1/58 2%	2/35 6%	#	8/56 14%	2/53 4%	
Pharmacy Technician 5	^^	^^	^^	8/53 15%	7/52 13%	6/56 11%	8/55 15%	6/58 10%	1/35 3%	7/42 17%	11/56 20%	8/53 15%	
Pharmacy Technician 6	^^	^^	^^	12/53 23%	4/52 8%	10/56 18%	8/55 15%	3/58 5%	8/35 23%	5/42 12%	9/56 12%	6/53 11%	
Pharmacy Technician 7	^^	^^	^^	#	#	#	#	#	#	#	#	#	

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America (HOSA), Inc. and Skills USA are the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fl DOE.org/workforce/dwdframe/essential\\_skills.asp](http://www.fl DOE.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.



- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Practice human relations.
- 18.0 Identify pharmaceutical abbreviations and terminology as related to Community Pharmacy Practice.
- 19.0 Identify medical and legal considerations.
- 20.0 Perform clerical duties as related to Pharmacy Practice.
- 21.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology.
- 22.0 Demonstrate knowledge of inventory control.
- 23.0 Initiate measurement and calculating techniques as it relates to Community Practice.
- 24.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology.
- 25.0 Prepare and deliver medications.
- 26.0 Prepare intravenous admixtures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Pharmacy Technician 1  
**Course Number:** 8418210  
**Course Credit:** 1

**Course Description:**

**Health Science Core:** The Health Science Core is a core of basic knowledge necessary for any health occupations career. This health core is encompassed inside of this course. Students who complete this course do not have to repeat the Health Science Core at any level. Students must have completed or be concurrently enrolled in the course to move onto OCP B.

Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	8/56 14%	Anatomy/Physiology Honors	8/53 15%	Astronomy Solar/Galactic Honors	11/52 21%
Algebra 2	^^	Chemistry 1	13/55 24%	Genetics	6/35 17%	Marine Science 1 Honors	12/42 29%
Geometry	^^	Physics 1	11/53 21%	Earth-Space Science	10/58 17%	Physical Science	13/56 23%

<sup>^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review  
<sup>#</sup> Alignment attempted, but no correlation to academic course.

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.16.10

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.

- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 02.13 Locate, organize and reference written information from various sources. CM3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

03.0 Describe the importance of professional ethics and legal responsibilities—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation

- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 03.20 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices including biomedical therapies
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1, 6

- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire safety, disaster and evacuation procedures.
- 05.12 Create a disaster and/or emergency response plan. SHE2.3
- 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

06.0 Recognize and respond to emergency situations—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52; SC.912.L.17.6, 14, 16

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

08.0 Use information technology tools—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT4.0

09.0 Explain the importance of employability skill and entrepreneurship skills—The student will be able to:

- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD8.0
- 09.15 Research the benefits of ongoing professional development. ECD9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0

- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.

- 11.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

- 12.0 Demonstrate language arts knowledge and skills—The students will be able to:

- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF2.9

- 13.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:

- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 13.05 Maintain financial records. FL3.3
  - 13.06 Read and reconcile financial statements. FL3.4
  - 13.07 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.
- 17.0 Practice human relation skills--The student will be able to:
- This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.2.2, 4, 5; SC.912.N.3.1, 2, 5
- 17.01 Identify the meaning and duties of a pharmacy technician.
  - 17.02 Discuss the organizational flow of responsibilities within a pharmacy setting.



- 17.03 Establish and maintain a professional rapport with co-workers.
  - 17.04 Demonstrate an understanding of the Situation Background Assessment Recommendation (SBAR) communication model.
  - 17.05 Identify the current trends and perspectives related to the management of pharmacy health care organizations.
  - 17.06 Identify the means by which the application of team building can facilitate change within the pharmacy working environment.
- 18.0 Identify pharmaceutical abbreviations and terminology as related to community pharmacy practice--The student will be able to:
- 18.01 Use pharmaceutical medical terminology.
  - 18.02 Define the major symbols and abbreviations used on prescriptions and state the meaning.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Pharmacy Technician 2  
**Course Number:** 8418220  
**Course Credit:** 1

**Course Description:**

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	6/56 11%	Anatomy/Physiology Honors	3/53 6%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	^^	Chemistry 1	10/55 18%	Genetics	2/35 6%	Marine Science 1 Honors	8/42 19%
Geometry	^^	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	10/56 18%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
 # Alignment attempted, but no correlation to academic course.

19.0 Identify medical and legal considerations--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.16.10; SC.912.L.17.13, 14, 16, 20; SC.912.N.2.4; SC.912.N.4.1, 2

- 19.01 Discuss the significance and scope of current national and Florida law and administrative rules as they relate to the practice of the pharmacy technician.
- 19.02 Discuss medical legal concepts as they relate to the practice of the pharmacy technician.
- 19.03 Discuss the need for accurate pharmacy documentation and recordkeeping.
- 19.04 State valid reasons for confidentiality of patient information.
- 19.05 Discuss the patient's Bill of Rights as it relates to pharmacy.
- 19.06 Discuss pertinent laws governing pharmacy practice such as false prescriptions and an impaired person.
- 19.07 Identify controlled substance and their applicable regulations.
- 19.08 Discuss the Florida Right to Know Act with respect to hazardous materials.
- 19.09 Implement appropriate joint commission patient safety goals.

20.0 Perform clerical duties--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.17.13, 14; SC.912.N.2.4

- 20.01 Identify computer applications used in pharmacy.
- 20.02 Demonstrate computer applications in processing pharmacy prescription data.

- 20.03 Identify the application of facsimile equipment in generating patient prescriptions.
- 20.04 Demonstrate the application of office equipment in duplicating patient prescriptions.
- 20.05 Maintain patient profiles.
- 20.06 Demonstrate telephone communication skills and routine inquiries.
- 20.07 Identifies appropriate practice standards pertaining to patient counseling.
- 20.08 Demonstrate the knowledge of systems used in maintaining pharmacy records.

21.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.7, 49, 52, 53; SC.912.L.17.13, 14; SC.912.N.1.3, 7; SC.912.N.2.4, 5;  
SC.912.P.8.7, 13; SC.912.P.12.12

- 21.01 Define the major classifications of pharmaceuticals.
- 21.02 Identify the sources from which medications are produced.
- 21.03 Define poison; define placebo.
- 21.04 List the two official compendia of standards for quality and purity of drugs and authoritative information on dosage and administration and list six non-official reference manuals.
- 21.05 Display knowledge of trade names and generic name equivalents, chemical names.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Pharmacy Technician 3  
**Course Number:** 8418230  
**Course Credit:** 1

**Course Description:**

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	1/56 2%	Anatomy/Physiology Honors	1/53 2%	Astronomy Solar/Galactic Honors	3/52 6%
Algebra 2	^^	Chemistry 1	4/55 7%	Genetics	1/35 3%	Marine Science 1 Honors	3/42 7%
Geometry	^^	Physics 1	3/53 6%	Earth-Space Science	3/58 5%	Physical Science	3/56 5%

<sup>^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review  
<sup>#</sup> Alignment attempted, but no correlation to academic course.

22.0 Demonstrate knowledge of inventory control--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.17.14; SC.912.N.1.1

- 22.01 Display knowledge of prescription pricing systems used in pharmacy.
- 22.02 Maintain stock inventory.
- 22.03 Prepare electronic purchase orders.
- 22.04 Receive, store and distribute pharmaceutical supplies.
- 22.05 Define industry standards in purchasing pharmaceutical supplies.
- 22.06 Define industry standards in management of investigational drugs.
- 22.07 Display knowledge of purchasing, storage and disposal of pharmaceutical materials

23.0 Initiate measurement and calculating techniques as it relates to community practice--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.N.1.1; SC.912.N.2.4, 5; SC.912.P.8.9

- 23.01 Explain the difference between a cubic centimeter and a milliliter.
- 23.02 Use common pharmaceutical weighing equipment.
- 23.03 Use common pharmaceutical volume measurement equipment.
- 23.04 Display knowledge of United States Pharmacopeia (USP) 795 standards

- 23.05 Explain the technique of preparing common pharmaceutical compounds.
- 23.06 Convert measurements within the apothecary, avoirdupois, and metric systems.
- 23.07 Demonstrate knowledge of common pharmaceutical calculations.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Pharmacy Technician 4  
**Course Number:** 8418240  
**Course Credit:** 1

**Course Description:**

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	4/56 7%	Anatomy/Physiology Honors	7/53 13%	Astronomy Solar/Galactic Honors	1/52 2%
Algebra 2	^^	Chemistry 1	8/55 15%	Genetics	2/35 6%	Marine Science 1 Honors	#
Geometry	^^	Physics 1	2/53 4%	Earth-Space Science	1/58 2%	Physical Science	8/56 14%

<sup>^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review  
<sup>#</sup> Alignment attempted, but no correlation to academic course.

24.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.14.26, 30, 31, 32, 33, 36, 39, 42, 46, 49; SC.912.L.15.15; SC.912.L.17.20;  
 SC.912.P.8.2, 4, 5, 7, 8; SC.912.P.10.5; SC.912.P.12.12

- 24.01 Predict physical and chemical incompatibilities utilizing chemistry properties.
- 24.02 Describe electrolyte balances.
- 24.03 Relate the general classes, actions, routes, action and side effects of drugs.
- 24.04 Identify a listing of usual adult doses of medications and respective contraindications.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Pharmacy Technician 5  
**Course Number:** 8418250  
**Course Credit:** 1

**Course Description:**

Clinical (externship) opportunity in the retail setting will enhance student's understanding of community pharmacy practice, association management, and the issues impacting the retail and chain drug industry. This externship is designed to develop both professional and clinical skills to ensure success in the pharmacy field.

Students are expected to participate in a clinical pharmacy experience that provides opportunities for each student to build on acquired knowledge and skills, to practice and develop skills in selected procedures. Such procedures include, but are not limited to, dispensing, compounding, inventory handling and control, drug distribution, processing of third party claims, maintenance of patient profiles and interaction and communication with pharmacy staff.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
<b>Algebra 1</b>	<sup>^^</sup>	<b>Biology 1</b>	6/56 11%	<b>Anatomy/Physiology Honors</b>	8/53 15%	<b>Astronomy Solar/Galactic Honors</b>	7/52 13%
<b>Algebra 2</b>	<sup>^^</sup>	<b>Chemistry 1</b>	8/55 15%	<b>Genetics</b>	1/35 3%	<b>Marine Science 1 Honors</b>	7/42 17%
<b>Geometry</b>	<sup>^^</sup>	<b>Physics 1</b>	8/53 15%	<b>Earth-Space Science</b>	6/58 10%	<b>Physical Science</b>	11/56 20%

<sup>^^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review

<sup>#</sup> Alignment attempted, but no correlation to academic course.

25.0 Prepare and deliver medications--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.14.26, 30, 31, 32, 33, 36, 39, 42, 46, 49; SC.912.L.17.13, 14, 16, 20;  
 SC.912.N.1.1, 3, 7; SC.912.N.2.4; SC.912.P.10.15; SC.912.P.12.2, 3

- 25.01 Read and prepare medication orders correctly.
- 25.02 Check all new orders with medications listed on profiles.
- 25.03 Transport medications safely being aware of hazards: theft, legal implications of accidental loss, and other consequences.
- 25.04 Identify special precautions pertaining to children.
- 25.05 Maintain controlled substance inventory.
- 25.06 Demonstrate the proper technique of preparing pharmaceutical preparations.
- 25.07 Demonstrate the ability to correctly fill and deliver medication cassettes.

25.08 Collect data from medication administration record and drug use and evaluation form.

25.09 Identify and demonstrate use of automated medication dispensing equipment.

26.0 Prepackage unit dose medications--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.17.17; SC.912.N.1.1, SC.912.N.2.4, 5; SC.912.P.8.8, 10; SC.912.P.10.15;  
SC.912.P.12.2, 3

26.01 Locate correct stock container.

26.02 Weigh measure, count required individual doses of medication.

26.03 Label with required information.

26.04 Operate unit dose packaging equipment.

26.05 Place individual dose in appropriate containers, repackage in predetermined quantities.

26.06 Prepackage unit dose hazardous drugs.

26.07 Record prepackaged medication data correctly.

26.08 Define role of technician in quality assurance activities.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Pharmacy Technician 6  
**Course Number:** 8418260  
**Course Credit:** 1

**Course Description:**

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	<sup>^^</sup>	Biology 1	10/56 18%	Anatomy/Physiology Honors	12/53 23%	Astronomy Solar/Galactic Honors	4/52 8%
Algebra 2	<sup>^^</sup>	Chemistry 1	8/55 15%	Genetics	8/35 23%	Marine Science 1 Honors	5/42 12%
Geometry	<sup>^^</sup>	Physics 1	6/53 11%	Earth-Space Science	3/58 5%	Physical Science	9/56 12%

<sup>^^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review

# Alignment attempted, but no correlation to academic course.

27.0 Prepare intravenous admixtures--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 26, 30, 31, 33, 36, 39, 42, 46; SC.912.L.15.15; SC.912.L.16.7, 8, 10, 14;  
SC.912.L.17.13, 14, 15; SC.912.L.18.4, 8; SC.912.N.1.1; SC.912.N.2.4, 5;  
SC.912.P.8.7, 9; SC.912.P.10.15; SC.912.P.12.3, 12

- 27.01 Compare medication order with label on vial and check expiration date of product.
- 27.02 Calculate drug dosage for parenteral use.
- 27.03 Identify common drug/drug incompatibilities.
- 27.04 Reconstitute parenteral medications.
- 27.05 Use aseptic techniques to withdraw medication from stock vial measure correct quantity as instructed, select and insert it into IV solution without error.
- 27.06 Use aseptic technique to withdraw medication from an ampule.
- 27.07 Prepare parenteral solutions and discuss current intravenous preparation industry trends.
- 27.08 Prepare Total Parenteral Nutrition solutions.
- 27.09 Prepare chemotherapeutic agents using proper safety techniques.
- 27.10 Demonstrate appropriate technique in the use of specialized equipment such as: laminar flow hoods, filters, pumps, and automated compounders, and barrier isolator.
- 27.11 Place label on IV solution container and keep records.
- 27.12 Perform quality control check.
- 27.13 Identify storage requirements of reconstituted IV solutions.

27.14 Display knowledge of United States Pharmacopeia (USP) 797 regulations and the quality assurance required.

**2013 – 2014**

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Pharmacy Technician 7  
**Course Number:** 8418270  
**Course Credit:** 1

**Course Description:**

Clinical (externship) in the hospital setting will expand the student's knowledge of science and medicine as it relates to the professions associated with the practice of pharmacy in hospitals and family health centers. Students will interact with pharmacists and technicians and patients to provide services in all types of patient care settings including inpatient, outpatient and ambulatory care.

Students are expected to participate in a clinical pharmacy experience that provides opportunities for each student to build on acquired knowledge and skills, to practice and develop skills in selected procedures. Such procedures include, but are not limited to, dispensing, compounding, inventory handling and control, drug distribution, processing of third party claims, maintenance of patient profiles and interaction and communication with pharmacy staff.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Practical Nurse  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

	Secondary	PSAV
Program Number	8418300	H170605
CIP Number	0351390100	0351390100
Grade Level	9-12, 30, 31	30, 31
Standard Length	9 credits	1350 hours
Teacher Certification	REG NURSE 7 G PRAC NURSE @7 G *(Registered Nurse)	
CTSO	HOSA	HOSA
SOC Codes (all applicable)	29-2061 Licensed Practical and Licensed Vocational Nurses 31-1014 Nursing Assistants 31-9099 Healthcare Support Workers, All Other	
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	
Basic Skills Level	N/A	Mathematics: 11 Language: 11 Reading: 11

### 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. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

This program is designed to prepare students for employment as licensed practical nurses (SOC 29-2061). The program must be approved by the Florida State Board of Nursing so the

graduate may apply to take the examination to practice as a Licensed Practical Nurse. The program must also be approved by the BON as a nursing assistant program in order for students to apply to take the C.N.A. exam at the end of OCP B as a program completer.

The Health Science Core must be taken by all students (secondary and postsecondary) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

The content includes, but is not limited to, theoretical instruction and clinical experience in medical, surgical, obstetric, pediatric, and geriatric nursing; theoretical instruction and clinical experience in acute, care, long term care and community settings; theoretical instruction and clinical application of vocational role and function; personal, family and community health concepts; nutrition; human growth and development over the life span; body structure and function; interpersonal relationship skills, mental health concepts; pharmacology and administration of medications; legal aspects of practice; and current issues in nursing. Clinical experience must make up or least 50% of the total program. Clinical Simulation may be used for no more than 25% of the total clinical experience.

### Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HCP0121	Nurse Aide and Orderly (Articulated)	75 hours	31-1014
C	PRN0091	Practical Nurse 1	285 hours	29-2061
	PRN0092	Practical Nurse 2	450 hours	
	PRN0096	Practical Nurse 3	450 hours	

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A & B	8418310	Practical Nursing 1	1 credit	31-9099 31-1014	3
	8418320	Practical Nursing 2	1 credit	29-2061	3
C	8418330	Practical Nursing 3	1 credit		3
	8418340	Practical Nursing 4	1 credit		3
	8418350	Practical Nursing 5	1 credit		3
	8418360	Practical Nursing 6	1 credit		3
	8418370	Practical Nursing 7	1 credit		3
	8418380	Practical Nursing 8	1 credit		3
	8418390	Practical Nursing 9	1 credit		3

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Simulated practice and clinical experiences are included as an integral part of this program.

Clinical instruction of nursing students will meet the requirements of Florida Statute 464.019.

## **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Please refer to Florida Statute 464.019 (1) (b) for faculty credential requirements to teach this program.

Students are eligible to apply to take the national licensing examination after satisfactory completion of an approved program. Licensure Examination for Practical Nurses, CAT NCLEX-PN is a computer-administered examination that the nursing graduate must take and pass in order to practice as a Licensed Practical Nurse.

Program must comply with the State Board of Nursing rules, including faculty qualifications. For questions regarding this process, please contact: Board of Nursing, 4052 Bald Cypress Way, Tallahassee, FL 32399-3752.

Students who have successfully completed the program Articulated Nursing Assistant, or the program, Patient Care Technician should be given advanced standing and can enter the program following OCP B or beyond.

An approved licensed practical nurse supervisory education course can only be taken following completion of this program, and after licensure. The Graduate must have 6 months clinical experience before supervising as well as meeting all other criteria listed in 64B9-16.002.

The standard length of the program is 1350 clock hours which includes 90 clock hours for the Health Science Core.

## **When Practical Nursing is completed it may be substituted for one science credit in Anatomy and Physiology (2000350).**

Following successful completion of the OCP B, the student is eligible to apply to take the CNA examination.

A Licensed Practical Nurse working in a nursing home shall qualify to supervise by meeting all of the requirements in 64B9-16.002 (FS). The Supervisory course applicant must have no less

than six months clinical nursing experience as an LPN. The supervisory course must be approved by the board of nursing, and must be a minimum of 30 hours in length.

### **Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

<b>Academic Subject Area</b>	<b>Academic Course</b>
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

<b>Course</b>	<b>Math</b>			<b>Science</b>								
	<b>ALG1</b>	<b>ALG2</b>	<b>GEO</b>	<b>APH</b>	<b>ASGH</b>	<b>BIO1</b>	<b>CHM1</b>	<b>ESS</b>	<b>GEN</b>	<b>MS1H</b>	<b>PS</b>	<b>PHY1</b>
Practical Nursing 1	^^	^^	^^	9/53 17%	6/52 12%	8/56 14%	8/55 15%	5/58 9%	6/35 17%	8/42 19%	8/56 14%	6/53 11%
Practical Nursing 2	^^	^^	^^	31/53 58%	#	3/56 6%	#	#	#	#	#	#
Practical Nursing 3	^^	^^	^^	13/53 25%	2/52 4%	3/56 5%	3/55 5%	2/58 3%	2/35 6%	2/42 5%	3/56 5%	2/53 4%
Practical Nursing 4	^^	^^	^^	#	#	#	#	#	#	#	#	#
Practical Nursing 5	^^	^^	^^	34/53 64%	2/52 4%	5/56 9%	4/55 7%	2/58 3%	1/35 3%	1/42 2%	3/56 5%	2/53 4%
Practical Nursing 6	^^	^^	^^	#	#	#	#	#	#	#	#	#
Practical Nursing 7	^^	^^	^^	#	#	#	#	#	#	#	#	#
Practical Nursing 8	^^	^^	^^	2/53 4%	#	#	#	#	#	#	#	#
Practical Nursing 9	^^	^^	^^	#	#	#	#	#	#	#	#	#

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

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

Health Occupations Students of America Inc., (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 11, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

The PSAV component of this program H170605 has a statewide articulation agreement approved by the Florida State Board of Education:

Registered Nursing AAS/AS (0351380100/0351380100/) – 10 credit hours

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.

- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Use verbal and written communications specific to the nursing assistant.
- 18.0 Demonstrate legal and ethical responsibilities specific to the nursing assistant.
- 19.0 Perform physical comfort and safety functions specific to the nursing assistant.
- 20.0 Provide personal patient care.
- 21.0 Perform patient care procedures.
- 22.0 Apply principles of nutrition.
- 23.0 Provide care for geriatric patients.
- 24.0 Apply the principles of infection control specific to the nursing assistant.
- 25.0 Provide biological, psychological, and social support.
- 26.0 Develop supervised organizational skills, following the patient plan of care.
- 27.0 Assist with restorative (rehabilitative) activities.
- 28.0 Demonstrate computer literacy as related to nursing functions.
- 29.0 Use appropriate verbal and written communications in the performance of nursing functions.
- 30.0 Demonstrate legal and ethical responsibilities specific to the nursing profession.
- 31.0 Describe human growth and development.
- 32.0 Apply the principles of infection control, utilizing nursing principles.
- 33.0 Perform aseptic techniques.
- 34.0 Describe the anatomy and physiology of the human body.
- 35.0 Apply principles of nutrition.
- 36.0 Perform nursing procedures.
- 37.0 Administer medication.
- 38.0 Provide care for medical/surgical/oncology patients, utilizing nursing principles.
- 39.0 Provide care for pre-operative and post-operative patients, utilizing nursing principles.
- 40.0 Provide care for maternal/newborn patients, utilizing nursing principles.
- 41.0 Provide care for pediatric patients, utilizing nursing principles.
- 42.0 Provide bio-psycho-social support.
- 43.0 Develop transitional skills.
- 44.0 Demonstrate employability skills specific to practical nursing.

Please Note: The following outcomes can only be taken by Practical nurses who have graduated from their practical nursing program. The LPN/IV education must be sponsored by a provider of continuing education courses approved by the Board pursuant to Rule 64B9. To be qualified to teach this module, the instructor must be a currently Florida licensed Registered nurse with teaching experience and nursing experience which includes IV therapy. The provider

will be responsible for issuing a certificate verifying the requisite number of hours and course content.

In accordance with Rule 64B9 12.005, the module cannot be less than 30 hours post-graduate level. These outcomes must be followed by supervised clinical practice as needed to demonstrate clinical competence. Verification of competence shall be the responsibility of each employing institution. Such verification shall be given through a signed statement of a Florida licensed registered nurse.

### **LPN/IV**

- 01.0 Explain the legal aspects of IV administration by practical nurses to include the policies and procedures of the institution and appropriate documentation.
- 02.0 Demonstrate knowledge of the peripheral veins used for venipuncture.
- 03.0 Perform a venipuncture.
- 04.0 Discuss the effect of IV therapy on the body.
- 05.0 Recognize and respond to adverse reactions to IV therapy.
- 06.0 Recognize and use various types of IV equipment.
- 07.0 Administer drugs intravenously.
- 08.0 Care for patients receiving IV drug therapy, blood and blood components, and/or parenteral nutrition.
- 09.0 Describe and utilize the principles of infection control in IV therapy.
- 10.0 Manage special IV therapy procedures.
- 11.0 Recognize terminology pertinent to IV therapy.
- 12.0 Manage IV therapy via central lines.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Practical Nursing**  
**PSAV Number: H170605**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of documentation.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.09 Analyze elements of communication using a sender-receiver model.

- 02.10 Distinguish between and report subjective and objective information.
  - 02.11 Report relevant information in order of occurrence.
  - 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
  - 02.13 Locate, organize and reference written information from various sources. CM3.0
  - 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
  - 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
  - 02.16 Apply active listening skills to obtain and clarify information. CM7.0
  - 02.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
  - 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities—The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the patients' "Bill of Rights."
  - 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Distinguish between express, implied and informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a Code of Ethics consistent with the health care occupation.
  - 03.12 Identify and compare personal, professional and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of health care workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
  - 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 03.19 Interpret and explain written organizational policies and procedures. ELR2.0
  - 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept.—The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.

- 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0
- 06.0 Recognize and respond to emergency situations—The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
  
- 08.0 Use information technology tools–The student will be able to:
  - 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Interpret information from electronic medical documents.
  - 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 08.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
  
- 09.0 Explain the importance of employability skill and entrepreneurship skills–The student will be able to:
  - 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search and complete a job application form correctly.
  - 09.06 Demonstrate competence in job interview techniques.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 09.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 09.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 09.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 09.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 09.15 Research the benefits of ongoing professional development. ECD9.0
  - 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0

- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.08 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills—The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 12.03 Present information formally and informally for specific purposes and audiences. AF2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL3.2



- 13.05 Maintain financial records. FL3.3
- 13.06 Read and reconcile financial statements. FL3.4
- 13.07 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
  - 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
  - 15.01 Describe the nature and types of business organizations. SY1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
  - 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: HCP0121**  
**Occupational Completion Point: B**  
**Nurse Aide and Orderly (Articulated) – SOC Code 31-1014**

**Module: Nursing Assistant**

The following intended outcomes 17-27 should be taught together as a module to achieve the occupational completion point of Articulated Nursing Assistant. The average achieving student should be able to complete the module in 75 clock hours. The entire Articulated Nursing Assistant program including the core is 165 hours for the average achieving student but cannot be less than 120 hours.

Successful completion of the occupational completion point of Articulated Nursing Assistant qualifies the student to take the state certification examination for Nursing Assistant if the program has been approved. To be approved the program must be taught by a registered

nurse and must have 40 hours of clinical, twenty of which are in a licensed nursing home, and be at least 120 hours in length. Such certification is required for employment in a nursing home, in accordance with Chapter 82-163, Florida Statutes.

Students completing this module will be able to:

17.0 Use verbal and written communications specific to nurse assisting—The student will be able to:

- 17.01 Obtain specified data from patient and family.
- 17.02 Utilize verbal and written information to assist with the patient's plan of care.
- 17.03 Demonstrate use of the intercom.

18.0 Demonstrate legal and ethical responsibilities specific to nurse assisting—The student will be able to:

- 18.01 Demonstrate legal and ethical behavior within the role and scope of nursing assistant responsibilities.
- 18.02 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
- 18.03 Follow policies and procedures affecting the health, safety, and well-being of patients.
- 18.04 Recognize and report signs of substance abuse.
- 18.05 Follow legal guidelines in charting.
- 18.06 Exhibit behavior supporting and promoting residents' rights.
- 18.07 Recognize potential for and prevention of medical errors.
- 18.08 Discuss proper procedures to follow regarding medical errors.

19.0 Perform physical comfort and safety functions specific to nurse assisting—The student will be able to:

- 19.01 Maintain patient units and equipment.
- 19.02 Maintain service areas on the units including supplies and equipment.
- 19.03 Observe, report, and note changes in the patient's behavior daily, including mental awareness.
- 19.04 Adjust bed and side-rails.
- 19.05 Lift, hold, and transfer patients including the use of the mechanical lift, utilizing good body mechanics.
- 19.06 Turn and position patient.
- 19.07 Transfer patient to stretcher.
- 19.08 Apply protective devices as directed (e.g., vest and belt).
- 19.09 Apply comfort devices as directed (e.g., foot-board, overbed cradle, alternating pressure mattress).
- 19.10 Assist patient to dangle.
- 19.11 Assist patient in ambulation, including the use of crutch, cane, or walker.
- 19.12 Assist patient in using wheelchair.
- 19.13 Assist patient with care and use of prosthetic/orthotic devices.
- 19.14 Administer back rub.
- 19.15 Describe emergency procedures utilized in the clinical area(s).
- 19.16 Implement appropriate The Joint Commission patient safety goals.

20.0 Provide personal patient care--The student will be able to:

- 20.01 Give bed bath.
- 20.02 Assist with shower or tub bath, including the use of specialty tubs.
- 20.03 Assist patient with sink, tub, shower, or bed shampoo.
- 20.04 Shave patient.
- 20.05 Groom patient, including hair, skin, foot, and nail care.
- 20.06 Assist with and/or administer oral hygiene including denture care.
- 20.07 Assist patient with toileting using a bedpan and urinal.
- 20.08 Assist patient to dress.
- 20.09 Assist patient with meals.
- 20.10 Provide bowel and bladder training.
- 20.11 Give perineal care.
- 20.12 Empty urinary drainage.

21.0 Perform patient care procedures—The student will be able to:

- 21.01 Demonstrate ability to accurately measure and record vital signs.
- 21.02 Admit patient.
- 21.03 Transfer patient.
- 21.04 Discharge patient.
- 21.05 Make unoccupied/occupied bed.
- 21.06 Measure and record patient's height and weight.
- 21.07 Assist patient in passive range-of-motion exercises.
- 21.08 Apply anti-embolic hose and sequential compression devices.
- 21.09 Collect, strain, and/or test routine urine specimen.
- 21.10 Collect timed urine specimen.
- 21.11 Monitor catheter drainage system.
- 21.12 Collect clean-catch (midstream-voided) urine specimen.
- 21.13 Monitor fluid intake and output (I&O), including encouraging and restricting fluids.
- 21.14 Observe, record, and report patient's emesis.
- 21.15 Monitor and assist with care of catheters.
- 21.16 Assist with ostomy care.
- 21.17 Collect stool specimen.
- 21.18 Perform postmortem care.
- 21.19 Maintain patient-belongings list.
- 21.20 Care for patients with nasal, gastrostomy, and/or intravenous tubes.
- 21.21 Collect sputum specimen.

22.0 Apply principles of nutrition—The student will be able to:

- 22.01 Identify nutrients and food groups.
- 22.02 Explain regional, cultural, and religious food references.
- 22.03 Describe special diets.
- 22.04 Prepare a basic food plan.
- 22.05 Check patient's diet tray for accuracy.
- 22.06 Identify methods of maintaining fluid balance.
- 22.07 Feed a patient

23.0 Provide care for geriatric patients—The student will be able to:

- 23.01 Identify safety principles as related to the elderly.
- 23.02 Describe general characteristics, particular needs, and problems of the elderly.

- 23.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
  - 23.04 Distinguish between fact and fallacy about the aging process.
  - 23.05 Identify community resources and services available to the elderly.
  - 23.06 Apply Reality Orientation Techniques and Validation Therapy.
  - 23.07 Provide and involve patients in diversional activities.
  - 23.08 Identify common alterations in elderly patient behavior.
  - 23.09 Recognize and respond appropriately to symptoms of common diseases, including dementia, depression/suicide and Alzheimer's.
  - 23.10 Identify common problems in drug use and abuse in the elderly.
  - 23.11 List community resources for individual and family health.
  - 23.12 Identify components of the grief process.
- 24.0 Apply the principles of infection control specific to nursing assisting—The student will be able to:
- 24.01 Provide care for patients with infectious diseases applying the principles of "Universal (Standard) Precautions" utilized with all patients as well as special procedures required.
  - 24.02 Set up isolation unit.
  - 24.03 Follow isolation procedure with food tray, garments, and other materials.
  - 24.04 Collect specimen from patient in isolation.
- 25.0 Provide biological, psychological, and social support—The student will be able to:
- 25.01 Discuss family roles and their significance to health.
  - 25.02 Respond to patient and family emotional needs.
- 26.0 Perform supervised organizational functions, following the patient plan of care—The student will be able to:
- 26.01 Organize patient-care assignments.
  - 26.02 Complete assignments accurately and in a timely manner.
- 27.0 Assist with restorative (rehabilitative) activities—The student will be able to:
- 27.01 List the purposes of restorative (rehabilitation) program.
  - 27.02 Assist patient with specified restorative (rehabilitation) needs.
  - 27.03 Assist patients/residents to reach the optimum level of independence.

**Course Number: PRN0091**  
**Occupational Completion Point: C**  
**Practical Nurse 1 – 285 Hours – SOC Code 29-2061**

Licensed Practical Nurse: Intended outcomes 28-48 complete the occupational completion point(C) of Licensed Practical Nurse SOC Code 29-2061 (Licensed Practical and Licensed Vocational Nurse)

The outcomes may be taught as one or more modules at the postsecondary level.

- 28.0 Demonstrate computer literacy as related to nursing functions—The student will be able to:

- 28.01 Demonstrate computational, keyboarding and retrieval skills relevant to job requirements for a Licensed Practical Nurse.
- 28.02 Identify computer skills utilized for each clinical rotation and apply, as appropriate.
- 29.0 Use appropriate verbal and written communications in the performance of nursing functions—The student will be able to:
  - 29.01 Receive and give oral report of patient's status.
  - 29.02 Report and record objective, pertinent observations.
  - 29.03 Maintain current documentation.
  - 29.04 Document changes in patient behavior and mental awareness.
  - 29.05 Obtain specified data from patient and family.
  - 29.06 Define and explain the steps in the nursing process and the role of the licensed practical nurse in that process.
  - 29.07 Utilize nursing principles to assist with the patient's plan of care.
- 30.0 Demonstrate legal and ethical responsibilities specific to the nursing profession—The student will be able to:
  - 30.01 Identify the components of the Nurse Practice Act.
  - 30.02 Practice within the role and scope of the job description.
  - 30.03 Follow policies and procedures affecting the health, safety, and well-being of patients.
  - 30.04 Follow legal guidelines in charting.
- 31.0 Describe human growth and development—The student will be able to:
  - 31.01 Describe characteristics of growth and development from conception to birth.
  - 31.02 Describe characteristics of growth and development from birth through preschool.
  - 31.03 Describe characteristics of growth and development from school age through adolescence.
  - 31.04 Describe characteristics of growth and development of the adult through the life span.
  - 31.05 Discuss family roles and their significance to health.
- 32.0 Apply the principles of infection control, utilizing nursing principles—The student will be able to:
  - 32.01 Put on and remove personal protective equipment.
  - 32.02 Collect specimen from isolated patient.
  - 32.03 Demonstrate procedures for initiating isolation, including care and disposal of equipment and supplies.
- 33.0 Perform aseptic techniques—The student will be able to:
  - 33.01 Apply principles of medical and surgical asepsis.
  - 33.02 Apply and remove sterile gloves and gown.
  - 33.03 Apply sterile dressing.
  - 33.04 Open sterile equipment and supplies.

- 33.05 Maintain sterile field.
- 33.06 Clean and disinfect equipment.

34.0 Describe the anatomy and physiology of the human body–The student will be able to:

- 34.01 Describe the relationships of body systems in providing patient care.
- 34.02 Describe the structure and function of the respiratory system.
- 34.03 Describe the structure and function of the cardio-vascular system.
- 34.04 Describe the structure and function of the muscular-skeletal system.
- 34.05 Describe the structure and function of the nervous, skin, and sensory systems.
- 34.06 Describe the structure and function of the reproductive system.
- 34.07 Describe the structure and function of the urinary system.
- 34.08 Describe the structure and function of the digestive system.
- 34.09 Describe the structure and function of the endocrine system.

35.0 Apply principles of nutrition–The student will be able to:

- 35.01 Assist patient with and maintain therapeutic diets.
- 35.02 List factors which must be considered when purchasing food.
- 35.03 List factors which must be considered when storing food safely.
- 35.04 Identify methods of safe food preparation.

**Course Number: PRN0092**  
**Occupational Completion Point: C**  
**Practical Nurse 2 – 450 Hours – SOC Code 29-2061**

36.0 Perform nursing procedures–The student will be able to:

- 36.01 Assist the RN with patient assessments.
- 36.02 Apply hot and cold applications.
- 36.03 Assist patient with sitz bath.
- 36.04 Apply pelvic belt for traction.
- 36.05 Apply cervical collar.
- 36.06 Monitor chest drainage system.
- 36.07 Monitor patient's following special procedures (e.g. I.V.P., myelogram, MRI, CAT scan).
- 36.08 Apply bandage.
- 36.09 Apply binders.
- 36.10 Apply brace.
- 36.11 Apply splints.
- 36.12 Care for patient in skin and skeletal traction.
- 36.13 Clean tong/pin site.
- 36.14 Change clean dressing.
- 36.15 Insert urinary catheter.
- 36.16 Obtain specimen from patient with indwelling catheter.
- 36.17 Measure urine specific gravity.
- 36.18 Remove retention catheter.
- 36.19 Change ostomy appliance.
- 36.20 Connect nasogastric tube to suction machine.
- 36.21 Remove nasogastric tube.
- 36.22 Administer gavage feeding.
- 36.23 Perform neurological checks.

- 36.24 Give enema.
- 36.25 Logroll patient.
- 36.26 Test stool for occult blood.
- 36.27 Perform naso-oral-pharyngeal suction.
- 36.28 Perform tracheostomy care.
- 36.29 Irrigate urinary catheter.
- 36.30 Maintain continuous urinary bladder irrigation.
- 36.31 Irrigate ear.
- 36.32 Irrigate eye.
- 36.33 Irrigate nasogastric tube.
- 36.34 Irrigate vaginal canal.
- 36.35 Irrigate wound.
- 36.36 Irrigate oral cavity.
- 36.37 Irrigate colostomy.
- 36.38 Maintain enteral feeding tubes.
- 36.39 Instruct patient in breathing exercises.
- 36.40 Obtain and test a drop of blood for glucose monitoring.
- 36.41 Assist with physical examination.
- 36.42 Assist patient with diagnostic procedures.
- 36.43 Set up vaporizer/humidifier.
- 36.44 Administer and maintain oxygen.
- 36.45 Perform calculation and adjust IV flow rate.
- 36.46 Observe intravenous infusion and report signs of adverse reactions.
- 36.47 Inspect insertion site, change dressing, and remove IV needle or catheter from peripheral veins.
- 36.48 Hang bags or bottles of hydrating fluid.
- 36.49 Provide postmortem care.

37.0 Administer medication—The student will be able to:

- 37.01 Demonstrate accurate dosage calculation.
- 37.02 Demonstrate the six rights of administering medication.
- 37.03 Observe and respond to patient's need for medication.
- 37.04 Administer topical medication.
- 37.05 Administer inhalants.
- 37.06 Administer oral medication.
- 37.07 Administer sublingual medication.
- 37.08 Administer rectal medication.
- 37.09 Administer vaginal medication.
- 37.10 Administer eye medications.
- 37.11 Administer ear drops.
- 37.12 Administer nose drops.
- 37.13 Administer intramuscular injection (including Z-tract).
- 37.14 Administer intradermal injection.
- 37.15 Administer subcutaneous injection.
- 37.16 Properly obtain, monitor and document use of controlled substances.
- 37.17 Instill bladder medication.
- 37.18 Care for equipment and supplies used to administer medications.
- 37.19 Assist the patient with self-administration of medications, reinforce teaching by the RN on the patient's medication, their expected effects and potential side effects.
- 37.20 Observe and communicate effects of medications.

- 37.21 Document administration of medication and patient's response on medical record.
  - 37.22 Store medications properly.
  - 37.23 Demonstrate use of medication resources.
- 38.0 Provide care for medical/surgical/oncology patients, utilizing nursing principles–The student will be able to:
- 38.01 Identify signs and symptoms of disease/disorders of the body systems.
  - 38.02 Identify diagnostic tests used in the treatment of diseases/disorders of the body systems.
  - 38.03 Identify medications used in the treatment of diseases/disorders of the body systems.
  - 38.04 Identify nutritional needs of patients with diseases/disorders of the body systems.
  - 38.05 Identify common alterations in patients with psychological disorders.
  - 38.06 Care for the patient with respiratory disease/disorder.
  - 38.07 Care for the patient with cardio-vascular disease/disorder.
  - 38.08 Care for the patient with muscular-skeletal disease/disorder.
  - 38.09 Care for the patient with nervous, skin, and sensory disease/disorder.
  - 38.10 Care for the patient with reproductive disease/disorder.
  - 38.11 Care for the patient with urinary disease/disorder.
  - 38.12 Care for the patient with digestive disease/disorder.
  - 38.13 Care for the patient with endocrine disease/disorder.
  - 38.14 Care for the patient with an oncologic disease/disorder.
- 39.0 Provide care for pre-operative and post-operative patients, utilizing nursing principles–The student will be able to:
- 39.01 Assist with pre-operative and post-operative teaching.
  - 39.02 Perform a surgical prep.
  - 39.03 Prepare patient for operating room.
  - 39.04 Prepare patient's medical records for operating room.
  - 39.05 Provide post-operative care.
  - 39.06 Assist with post-operative discharge teaching.

**Course Number: PRN0096**  
**Occupational Completion Point: C**  
**Practical Nurse 3 – 450 Hours – SOC Code 29-2061**

- 40.0 Provide care for maternal/newborn patients, utilizing nursing principles–The student will be able to:
- 40.01 Describe prenatal care.
  - 40.02 Assist with admitting patient to labor and delivery.
  - 40.03 Monitor contractions.
  - 40.04 Monitor fetal heart rate.
  - 40.05 Recognize signs of fetal distress.
  - 40.06 Assist with preparing patient for Caesarean.
  - 40.07 Describe care during delivery process.
  - 40.08 Describe Apgar score.
  - 40.09 Suction infant's respiratory passage with bulb syringe.
  - 40.10 Identify infant using mother's bracelet.



- 40.11 Weigh and measure infant.
  - 40.12 Bathe infant.
  - 40.13 Carry infant.
  - 40.14 Feed infant.
  - 40.15 Collect urine specimen from infant.
  - 40.16 Provide post- partum care.
  - 40.17 Demonstrate and perform perineal care.
  - 40.18 Assist in breast care.
  - 40.19 Assist mother with infant care.
  - 40.20 Assist with infant circumcision.
  - 40.21 Apply dressing to circumcision site.
  - 40.22 Clean infant genitalia and diaper.
  - 40.23 Discharge obstetric patient.
- 41.0 Provide care for pediatric patients, utilizing nursing principles--The student will be able to:
- 41.01 Adapt nursing care for the pediatric patient.
  - 41.02 Apply safety principles for the pediatric patient.
  - 41.03 Describe general characteristics, particular needs, and problems of pediatric patients.
  - 41.04 Prepare patient and family for the hospital experience.
  - 41.05 Identify signs and symptoms of common disorders/diseases.
  - 41.06 Implement prescribed nutritional requirement.
  - 41.07 Provide diversion and recreational activities.
- 42.0 Provide bio-psycho-social support--The student will be able to:
- 42.01 Respond to emotional needs of patient and family.
  - 42.02 Discuss Coping Mechanisms as seen in the performance of healthcare
  - 42.03 Differentiate between mental health and mental illness
  - 42.04 Recognize signs and symptoms of the various mental health disorders.
  - 42.05 Discuss treatment modalities for the various mental health disorders.
  - 42.06 Recognize the potential for suicide attempts in the depressed person and initiate appropriate intervention.
  - 42.07 Describe treatments and resources for the addicted client
  - 42.08 Describe drug seeking behaviors
  - 42.09 Identify an individual in crisis and describe appropriate interventions
  - 42.10 Describe the enabling personality in mental health and addictive treatment
  - 42.11 Correlate Maslow's Hierarchy with both physical and mental components of health
- 43.0 Develop transitional skills--The student will be able to:
- 43.01 Organize complex patient care assignments with multiple clients.
  - 43.02 Discuss F.S. 464 and the corresponding Rules
  - 43.03 Discuss the scope of practice of a Licensed Practical Nurse in a leadership/supervisory role
  - 43.04 Describe the role of the LPN in delegation to unlicensed personnel
  - 43.05 Describe the Florida Board of Nursing requirements for licensure renewal
  - 43.06 Demonstrate an understanding of licensure by examination and by endorsement
  - 43.07 Complete application for licensure by examination.

- 43.08 Discuss current legislation pertinent to the Florida Board of Nursing and its effect on your nursing practice.
- 43.09 Determine how to apply for membership in a professional organization.
- 43.10 Discuss benefits and responsibilities of the LPN in membership in a professional organization.

44.0 Demonstrate employability skills specific to practical nursing--The student will be able to:

- 44.01 Recognize the potential for stress in the practice of nursing and develop methods of managing stress.
- 44.02 Recognize the potential for violence in the workplace and describe methods of reducing that potential.
- 44.03 Identify employment opportunities for licensed practical nurses
- 44.04 Participate in interview skill development activities.
- 44.05 Complete letters of job application and resignation.
- 44.06 Complete a professional portfolio, including a resume

**IV Therapy: The following intended outcomes 01-12 can ONLY be taken by graduate Practical Nurses who have completed their practical nursing program.**

01.0 Explain the legal aspects of IV administration by practical nurses--The student will be able to:

- 01.01 Explain the Nurse Practice Act and the Florida Administrative Code as it relates to IV therapy by LPNs.
- 01.02 Describe the policies and procedures of employing agencies as they relate to IV therapy by LPNs.
- 01.03 Chart IV therapy including all principles of charting necessary for legal documentation.
- 01.04 List the aspects of intravenous therapy that can only be given under the direct supervision of the registered professional nurse.

02.0 Demonstrate knowledge of the peripheral veins used for venipuncture--The student will be able to:

- 02.01 Locate and identify the peripheral veins used for venipuncture.
- 02.02 List preference of peripheral vein location used for venipuncture.

03.0 Perform a venipuncture--The student will be able to:

- 03.01 Prepare and support the patient psychologically.
- 03.02 Prepare and support the patient's family and/or visitors psychologically.
- 03.03 Prepare and support the patient physically.
- 03.04 Choose equipment appropriately.
- 03.05 Choose and properly prepare appropriate site(s).
- 03.06 Palpate the vein(s) adequately.
- 03.07 Insert equipment into the vein maintaining the safety of both the patient and the nurse.

04.0 Discuss the effect of IV therapy on the body--The student will be able to:

- 04.01 Describe the relationship between intravenous therapy and the body's homeostatic and regulatory functions.
- 04.02 Discuss clinical manifestations of fluid and electrolyte imbalance.
- 05.0 Recognize and respond to adverse reactions to IV therapy—The student will be able to:
  - 05.01 Recognize the signs and symptoms of local complications to IV therapy.
  - 05.02 Recognize the signs and symptoms of systemic complications to IV therapy.
  - 05.03 Discuss preventive measures for both local and systemic complications.
  - 05.04 Describe appropriate treatment measures for both local and systemic complications.
- 06.0 Recognize and use various types of IV equipment—The student will be able to:
  - 06.01 Identify various types of equipment used in administering IV therapy.
  - 06.02 Discuss the criteria for the use of each type of equipment.
  - 06.03 Describe how to troubleshoot for malfunction of various types of equipment.
- 07.0 Administer drugs intravenously—The student will be able to:
  - 07.01 List formulas and calculate fluid and drug administration rate.
  - 07.02 List methods of administering drugs intravenously, including the advantages and disadvantages of each.
  - 07.03 Utilize the principles of compatibility and incompatibility of drugs and solutions in preparing for administration.
  - 07.04 Administer IV drugs incorporating the "six rights" of medication administration.
- 08.0 Care for patients receiving IV drug therapy, blood and blood components, and/or parenteral nutrition—The student will be able to:
  - 08.01 Utilize the principles of chemotherapy, including protocols, actions, and side effects when caring for patients receiving drug therapy.
  - 08.02 Manage the care of the patient receiving parenteral nutrition, including the principles of metabolism, potential complications, physical and psychological measures to ensure the desired therapeutic effect.
  - 08.03 Manage the care of the patient receiving blood and blood components, following institutional protocols, including indications and contraindications for use and identification of adverse reactions.
- 09.0 Describe and utilize the principles of infection control in IV therapy—The student will be able to:
  - 09.01 Use aseptic technique as related to IV therapy.
  - 09.02 Describe ways to prevent iatrogenic infection.
  - 09.03 Describe treatment for iatrogenic infections.
- 10.0 Manage special iv therapy procedures—The student will be able to:
  - 10.01 Describe and utilize the nursing management necessary for heparin locks.
  - 10.02 Describe and utilize the nursing management necessary for central lines.
  - 10.03 Describe and utilize the nursing management necessary for arterial lines.

11.0 Recognize terminology pertinent to IV therapy—The student will be able to:

- 11.01 Define terms common to IV therapy.
- 11.02 Interpret written IV terms and abbreviations correctly.
- 11.03 Use correct IV terminology in all written and oral communications.

12.0 Manage IV therapy via central lines—The student will be able to:

- 12.01 Describe the location of central lines and the purpose of this IV therapy.
- 12.02 Administer fluids and medications via central lines.
- 12.03 Demonstrate blood drawing via central lines.
- 12.04 List central line complications and interventions appropriate to correct them.
- 12.05 Describe and perform central line dressings, cap changes, and flushing, noting the adverse effects and remediation.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Practical Nursing 1  
**Course Number:** 8418310  
**Course Credit:** 1

**Course Description:**

This course covers the Core and the competencies for OCP A and B (Articulated Nursing Assistant) with the addition of 15 clinical hours. It includes basic communication skills; math and science, employability skills, safety practices, legal and ethical responsibilities, knowledge of the health care system as a whole, principles of infection control, first aid, and basic patient care competencies.

**Health Science Core:** The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Science Core in any other health occupations program do not have to repeat intended outcomes 01-16.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	<sup>^^</sup>	Biology 1	8/56 12%	Anatomy/Physiology Honors	9/53 17%	Astronomy Solar/Galactic Honors	6/52 12%
Algebra 2	<sup>^^</sup>	Chemistry 1	8/55 15%	Genetics	6/35 17%	Marine Science 1 Honors	8/42 19%
Geometry	<sup>^^</sup>	Physics 1	6/53 11%	Earth-Space Science	5/58 9%	Physical Science	8/56 14%

<sup>^^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review  
<sup>#</sup> Alignment attempted, but no correlation to academic course.

01.0 Demonstrate knowledge of the health care delivery system and health occupations—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; SC.912.L.16.10

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.

- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 02.13 Locate, organize and reference written information from various sources. CM3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

03.0 Describe the importance of professional ethics and legal responsibilities–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10; SC.912.N.1.1

- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.

- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR2.0
- 03.20 Distinguish among the five schedules of controlled substances.

04.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46, 52; SC.912.L.18.3, 4; SC.912.N.2.2, 3; SC.912.N.4.2

- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
- 04.03 Identify psychological reactions to illness including defense mechanisms.
- 04.04 Identify complementary and alternative health practices including biomedical therapies
- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
- 04.06 Explain basic concepts of positive self image, wellness and stress.
- 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
- 04.09 Recognize the steps in the grief process.

05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 6

- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
- 05.02 Demonstrate the safe use of medical equipment.
- 05.03 Explain and apply the theory of root- cause analysis
- 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
- 05.05 Identify and practice security procedures for medical supplies and equipment.
- 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
- 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
- 05.08 Demonstrate proper body mechanics and ergonomics.
- 05.09 Demonstrate the procedure for properly identifying patients.
- 05.10 Demonstrate procedures for the safe transport and transfer of patients.
- 05.11 Describe fire safety, disaster and evacuation procedures.
- 05.12 Create a disaster and/or emergency response plan. SHE2.3
- 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
- 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0

06.0 Recognize and respond to emergency situations–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 06.01 Monitor and record vital signs.
- 06.02 Describe legal parameters relating to the administration of emergency care.
- 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.

07.0 Recognize and practice infection control procedures–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 14.52; SC.912.L.17.6, 14, 16

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.

08.0 Use information technology tools–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1



- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Interpret information from electronic medical documents.
  - 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 08.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills–The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search and complete a job application form correctly.
  - 09.06 Demonstrate competence in job interview techniques.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 09.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 09.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 09.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 09.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 09.15 Research the benefits of ongoing professional development. ECD9.0
  - 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0

- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 10.01 Recognize emerging diseases and disorders.

- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:
- This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.08 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills—The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 12.03 Present information formally and informally for specific purposes and audiences. AF2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 13.05 Maintain financial records. FL3.3
  - 13.06 Read and reconcile financial statements. FL3.4

- 13.07 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation–The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment–The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives–The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict.
  - 16.07 Demonstrate effective techniques for managing team conflict.

### **Module: Articulated Nursing Assistant**

The following intended outcomes 17-27 should be taught together as a module to achieve the occupational completion point of Articulated Nursing Assistant. The average achieving student should be able to complete the module in 75 clock hours. The entire Articulated Nursing Assistant program including the core, is 165 hours for the average achieving student but cannot be less than 120 hours.

Successful completion of the occupational completion point of Articulated Nursing Assistant qualifies the student to take the state certification examination for Nursing Assistant if the program has been approved. To be approved the program must be taught by a registered nurse and must have 40 hours of clinical, twenty of which are in a licensed nursing home, and be at least 120 hours in length. This secondary 150 hour course contains 25 hours of clinical and requires 15 more to reach the OCP. Nursing Assistant certification is required for employment in a nursing home, in accordance with Chapter 82-163, Florida Statutes.

Students completing this module will be able to:

- 17.0 Use verbal and written communications specific to nursing assistant—The student will be able to:
- 17.01 Obtain specified data from patient and family.
  - 17.02 Utilize verbal and written information to assist with the patient's plan of care.
  - 17.03 Demonstrate use of the intercom.
- 18.0 Demonstrate legal and ethical responsibilities specific to nursing assistant—The student will be able to:
- 18.01 Demonstrate legal and ethical behavior within the role and scope of nursing assistant responsibilities.
  - 18.02 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
  - 18.03 Follow policies and procedures affecting the health, safety, and well-being of patients.
  - 18.04 Recognize and report signs of substance abuse.
  - 18.05 Follow legal guidelines in charting.
  - 18.06 Exhibit behavior supporting and promoting residents' rights.
- 19.0 Perform physical comfort and safety functions specific to nursing assistant—The student will be able to:
- 19.01 Maintain patient units and equipment.
  - 19.02 Maintain service areas on the units including supplies and equipment.
  - 19.03 Observe, report, and note changes in the patient's behavior, including mental awareness.
  - 19.04 Adjust bed and siderails.
  - 19.05 Lift, hold, and transfer patients including the use of the mechanical lift utilizing good body mechanics.
  - 19.06 Turn and position patient.
  - 19.07 Apply protective devices as directed (e.g., vest and belt).
  - 19.08 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
  - 19.09 Assist patient to dangle.
  - 19.10 Assist patient in ambulation, including the use of crutch, cane, or walker.
  - 19.11 Assist patient in using wheelchair.
  - 19.12 Assist patient with care and use of prosthetic/orthotic devices.
  - 19.13 Administer back rub.
  - 19.14 Describe emergency procedures utilized in the clinical area(s).
- 20.0 Provide personal patient care—The student will be able to:
- 20.01 Give bed bath.
  - 20.02 Assist with shower or tub bath, including the use of specialty tubs.
  - 20.03 Assist patient with sink, tub, shower, or bed shampoo.
  - 20.04 Shave patient.
  - 20.05 Groom patient, including hair, skin, foot, and nail care.
  - 20.06 Assist with and/or administer oral hygiene including denture care.
  - 20.07 Assist patient with toileting using a bedpan and urinal.

- 20.08 Assist patient to dress.
- 20.09 Assist patient with meals.
- 20.10 Provide bowel and bladder training.
- 20.11 Give perineal care.
- 20.12 Empty urinary drainage.

21.0 Perform patient care procedures—The student will be able to:

- 21.01 Demonstrate ability to accurately measure and record vital signs.
- 21.02 Admit patient.
- 21.03 Assist with transfer patient.
- 21.04 Assist with discharge of patient.
- 21.05 Make unoccupied/occupied bed.
- 21.06 Measure and record patient's height and weight.
- 21.07 Assist patient in passive range-of-motion exercises.
- 21.08 Apply anti-embolic hose and sequential compression devices.
- 21.09 Collect, strain, and/or test routine urine specimen.
- 21.10 Collect timed urine specimen.
- 21.11 Monitor catheter drainage system.
- 21.12 Collect clean-catch (midstream-voided) urine specimen.
- 21.13 Monitor fluid intake and output (I&O).
- 21.14 Observe, record, and report patient's emesis..
- 21.15 Monitor and assist with care of catheters.
- 21.16 Assist with ostomy care.
- 21.17 Collect stool specimen.
- 21.18 Perform postmortem care.
- 21.19 Maintain patient-belongings list.
- 21.20 Care for patients with nasal, gastrostomy, and/or intravenous tubes.
- 21.21 Collect sputum specimen.

22.0 Apply principles of nutrition—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.1, 2, 4

- 22.01 Identify nutrients and food groups.
- 22.02 Explain regional, cultural, and religious food preferences.
- 22.03 Describe special diets.
- 22.04 Prepare a basic food plan.
- 22.05 Check patient's diet tray for accuracy.
- 22.06 Identify methods of maintaining fluid balance.
- 22.07 Feed a patient

23.0 Provide care for geriatric patients—The student will be able to:

- 23.01 Identify safety principles as related to the elderly.
- 23.02 Describe general characteristics, particular needs, and problems of the elderly.
- 23.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
- 23.04 Distinguish between fact and fallacy about the aging process.
- 23.05 Identify community resources and services available to the elderly.
- 23.06 Apply Reality Orientation Techniques and Validation Therapy.

- 23.07 Provide and involve patients in diversional activities.
  - 23.08 Identify common alterations in elderly patient behavior.
  - 23.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).
  - 23.10 Recognize and respond appropriately to symptoms of common diseases, including dementia, depression/suicide and Alzheimer's.
  - 23.11 Identify common problems in drug use and abuse in the elderly.
  - 23.12 Identify components of the grief process.
- 24.0 Apply the principles of infection control specific to nursing assistant—The student will be able to:
- 24.01 Provide care for patients with infectious diseases applying the principles of "Universal (standard) Precautions" utilized with all patients as well as special procedures required.
  - 24.02 Set up isolation unit.
  - 24.03 Follow isolation procedure with food tray, garments, and other materials.
  - 24.04 Collect specimen from patient in isolation.
- 25.0 Provide biological, psychological, and social support—The student will be able to:
- 25.01 Discuss family roles and their significance to health.
  - 25.02 Respond to patient and family emotional needs.
- 26.0 Develop supervised organizational skills, following the patient plan of care—The student will be able to:
- 26.01 Organize patient-care assignments.
  - 26.02 Complete assignments accurately and in a timely manner.
- 27.0 Assist with restorative (rehabilitative) activities—The student will be able to:
- 27.01 List the purposes of restorative (rehabilitation) programs.
  - 27.02 Assist patients with specified restorative (rehabilitation) needs.
  - 27.03 Assist patients/residents to reach the optimum level of independence.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Practical Nursing 2  
**Course Number:** 8418320  
**Course Credit:** 1

**Course Description:**

This course is a continuation of Practical Nursing 1. It includes normal body structure and function, human growth and development, and principles of nutrition.

Laboratory and 50 hours of clinical experiences are an integral part of this course.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	3/56 5%	Anatomy/Physiology Honors	31/53 58%	Astronomy Solar/Galactic Honors	#
Algebra 2	^^	Chemistry 1	#	Genetics	#	Marine Science 1 Honors	#
Geometry	^^	Physics 1	#	Earth-Space Science	#	Physical Science	#

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review  
 # Alignment attempted, but no correlation to academic course.

34.0 Describe the anatomy and physiology of the human body—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.12.44, SC.912.L.14.11, 12, 13, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 48, 49, 50, 51; SC.912.L.16.13

- 34.01 Describe the relationships of body systems in providing patient care.
- 34.02 Describe the structure and function of the respiratory system.
- 34.03 Describe the structure and function of the cardio-vascular system.
- 34.04 Describe the structure and function of the muscular-skeletal system.
- 34.05 Describe the structure and function of the nervous, skin, and sensory systems.
- 34.06 Describe the structure and function of the reproductive system.
- 34.07 Describe the structure and function of the urinary system.
- 34.08 Describe the structure and function of the digestive system.
- 34.09 Describe the structure and function of the endocrine system.

31.0 Describe human growth and development—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.16.13

- 31.01 Describe characteristics of growth and development from conception to birth.
- 31.02 Describe characteristics of growth and development from birth through preschool.

- 31.03 Describe characteristics of growth and development from school age through adolescence.
  - 31.04 Describe characteristics of growth and development of the adult through the life span.
  - 31.05 Discuss family roles and their significance to health.
- 35.0 Apply principles of nutrition—The student will be able to:
- 35.01 Assist patient with and maintain therapeutic diets.
  - 35.02 List factors which must be considered when purchasing food.
  - 35.03 List factors which must be considered when storing food safely.
  - 35.04 Identify methods of safe food preparation.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Practical Nursing 3  
**Course Number:** 8418330  
**Course Credit:** 1

**Course Description:**

This course includes fundamentals of nursing, introduction to medical surgical nursing, and introduction to Pharmacology. It provides the student with information regarding common acute and chronic medical and surgical conditions including the management, needs and nursing care of patients with these conditions.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	3/56 5%	Anatomy/Physiology Honors	13/53 25%	Astronomy Solar/Galactic Honors	2/52 4%
Algebra 2	^^	Chemistry 1	3/55 5%	Genetics	2/35 6%	Marine Science 1 Honors	2/42 5%
Geometry	^^	Physics 1	2/53 4%	Earth-Space Science	2/58 3%	Physical Science	3/56 5%

\*\* Alignment pending

# Alignment attempted, but no correlation to academic course.

28.0 Demonstrate computer literacy as related to nursing functions–The student will be able to:

- 28.01 Demonstrate computational, keyboarding and retrieval skills relevant to job requirements for a Licensed Practical Nurse.
- 28.02 Identify computer skills utilized for each clinical rotation and apply, as appropriate.

29.0 Use appropriate verbal and written communications in the performance of nursing functions--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 29.01 Receive and give oral report of patient's status.
- 29.02 Report and record objective, pertinent observations.
- 29.03 Maintain current documentation.
- 29.04 Document changes in patient behavior and mental awareness.
- 29.05 Obtain specified data from patient and family.
- 29.06 Define and explain the steps in the nursing process and the role of the licensed practical nurse in that process.
- 29.07 Utilize nursing principles to assist with the patient's plan of care.

30.0 Demonstrate legal and ethical responsibilities specific to the nursing profession—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10

- 30.01 Identify the components of the Nurse Practice Act.
- 30.02 Practice within the role and scope of the job description.
- 30.03 Follow policies and procedures affecting the health, safety, and well-being of patients.
- 30.04 Follow legal guidelines in charting.

32.0 Apply the principles of infection control, utilizing nursing principles—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.52

- 32.01 Put on and remove personal protective equipment.
- 32.02 Collect specimen from isolated patient.
- 32.03 Demonstrate procedures for initiating isolation, including care and disposal of equipment and supplies.

33.0 Perform aseptic techniques—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.52

- 33.01 Apply principles of medical and surgical asepsis.
- 33.02 Apply and remove sterile gloves and gown.
- 33.03 Apply sterile dressing.
- 33.04 Open sterile equipment and supplies.
- 33.05 Maintain sterile field.
- 33.06 Clean and disinfect equipment.

36.0 Perform nursing procedures—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.14, 20, 21, 33, 44, 45, 46, 48, 49, 51, 52; SC.912.N.1.1; SC.912.P.10.18

- 36.01 Assist the RN with patient assessments.
- 36.02 Apply hot and cold applications.
- 36.03 Assist patient with sitz bath.
- 36.04 Apply pelvic belt for traction.
- 36.05 Apply cervical collar.
- 36.06 Monitor chest drainage system.
- 36.07 Monitor patient's following special procedures (e.g. I.V.P., myelogram, MRI, CAT scan).
- 36.08 Apply bandage.
- 36.09 Apply binders.
- 36.10 Apply brace.
- 36.11 Apply splints.

- 36.12 Care for patient in skin and skeletal traction.
- 36.13 Clean tong/pin site.
- 36.14 Change clean dressing.
- 36.15 Insert urinary catheter.
- 36.16 Obtain specimen from patient with indwelling catheter.
- 36.17 Measure urine specific gravity.
- 36.18 Remove retention catheter.
- 36.19 Change ostomy appliance.
- 36.20 Connect nasogastric tube to suction machine.
- 36.21 Remove nasogastric tube.
- 36.22 Administer gavage feeding.
- 36.23 Perform neurological checks.
- 36.24 Give enema.
- 36.25 Logroll patient.
- 36.26 Test stool for occult blood.
- 36.27 Perform naso-oral-pharyngeal suction.
- 36.28 Perform tracheostomy care.
- 36.29 Irrigate urinary catheter.
- 36.30 Maintain continuous urinary bladder irrigation.
- 36.31 Irrigate ear.
- 36.32 Irrigate eye.
- 36.33 Irrigate nasogastric tube.
- 36.34 Irrigate vaginal canal.
- 36.35 Irrigate wound.
- 36.36 Irrigate oral cavity.
- 36.37 Irrigate colostomy.
- 36.38 Maintain enteral feeding tubes.
- 36.39 Instruct patient in breathing exercises.
- 36.40 Obtain and test a drop of blood for glucose monitoring.
- 36.41 Assist with physical examination.
- 36.42 Assist patient with diagnostic procedures.
- 36.43 Set up vaporizer/humidifier.
- 36.44 Administer and maintain oxygen.
- 36.45 Perform calculation and adjust IV flow rate.
- 36.46 Observe intravenous infusion and report signs of adverse reactions.
- 36.47 Inspect insertion site, change dressing, and remove IV needle or catheter from peripheral veins.
- 36.48 Hang bags or bottles of hydrating fluid.
- 36.49 Provide postmortem care.

37.0 Administer medication—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.20, 50, 51

- 37.01 Demonstrate accurate dosage calculation.
- 37.02 Demonstrate the six rights of administering medication.
- 37.03 Observe and respond to patient's need for medication.
- 37.04 Administer topical medication.
- 37.05 Administer inhalants.
- 37.06 Administer oral medication.
- 37.07 Administer sublingual medication.

- 37.08 Administer rectal medication.
  - 37.09 Administer vaginal medication.
  - 37.10 Administer eye medications.
  - 37.11 Administer ear drops.
  - 37.12 Administer nose drops.
  - 37.13 Administer intramuscular injection (including Z-tract).
  - 37.14 Administer intradermal injection.
  - 37.15 Administer subcutaneous injection.
  - 37.16 Properly obtain, monitor and document use of controlled substances.
  - 37.17 Instill bladder medication.
  - 37.18 Care for equipment and supplies used to administer medications.
  - 37.19 Assist the patient with self-administration of medications, reinforce teaching by the RN on the patient's medication, their expected effects and potential side effects.
  - 37.20 Observe and communicate effects of medications.
  - 37.21 Document administration of medication and patient's response on medical record.
  - 37.22 Store medications properly.
  - 37.23 Demonstrate use of medication resources.
- 39.0 Provide care for pre-operative and post-operative patients, utilizing nursing principles--  
The student will be able to:
- 39.01 Provide pre-operative and post-operative teaching.
  - 39.02 Perform a surgical prep.
  - 39.03 Prepare patient for operating room.
  - 39.04 Prepare patient's medical records for operating room.
  - 39.05 Provide post-operative care.
  - 39.06 Reinforce post-operative discharge teaching provided by the RN.
- 42.0 Provide bio-psycho-social support--The student will be able to:
- 42.01 Respond to emotional needs of patient and family.
  - 42.02 Discuss Coping Mechanisms as seen in the performance of healthcare.
  - 42.03 Differentiate between mental health and mental illness.
  - 42.04 Recognize signs and symptoms of the various mental health disorders.
  - 42.05 Discuss treatment modalities for the various mental health disorders.
  - 42.06 Recognize the potential for suicide attempts in the depressed person and initiate appropriate intervention.
  - 42.07 Describe treatments and resources for the addicted client.
  - 42.08 Describe drug seeking behaviors.
  - 42.09 Identify an individual in crisis and describe appropriate interventions.
  - 42.10 Describe the enabling personality in mental health and addictive treatment.
  - 42.11 Correlate Maslow's Hierarchy with both physical and mental components of health.
- 43.0 Develop transitional skills--The student will be able to:
- 43.01 Organize complex patient care assignments with multiple clients.
  - 43.02 Discuss F.S. 464 and the corresponding Rules.
  - 43.03 Discuss the scope of practice of a Licensed Practical Nurse in a leadership/supervisory role.

- 43.04 Describe the role of the LPN in delegation to unlicensed personnel.
- 43.05 Describe the Florida Board of Nursing requirements for licensure renewal.
- 43.06 Demonstrate an understanding of licensure by examination and by endorsement.
- 43.07 Complete application for licensure by examination.
- 43.08 Discuss current legislation pertinent to the Florida Board of Nursing and its effect on your nursing practice.
- 43.09 Determine how to apply for membership in a professional organization.
- 43.10 Discuss benefits and responsibilities of the LPN in membership in a professional organization.

**2013 – 2014**

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Practical Nursing 4  
**Course Number:** 8418340  
**Course Credit:** 1

**Course Description:**

This course is a continuation of Practical Nursing 3 and may be concurrent with Practical Nursing 3. Clinical experiences will allow the student to practice the role of the practical nurse as a member of the health team and to participate in the health and wellness aspects of the patient and family.

The clinical experience provides the student with the opportunity to build on acquired knowledge and skills, to practice and develop skills in selected procedures, including administration of medications, to apply nursing principles in meeting the needs of medical surgical patients including the aged and/or chronically ill patient, and practice and understand the role of the practical nurse. It reinforces and expands practice with common diseases included in Practical Nursing 1.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Practical Nursing 5  
**Course Number:** 8418350  
**Course Credit:** 1

**Course Description:**

This course provides information regarding signs and symptoms, diagnostic tests, and treatment and care for common acute and chronic and chronic medical and surgical conditions of the medical surgical patient. Principles of nutrition, asepsis, and pharmacology are continuous throughout medical surgical nursing.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	5/56 9%	Anatomy/Physiology Honors	34/53 64%	Astronomy Solar/Galactic Honors	2/52 4%
Algebra 2	^^	Chemistry 1	4/55 7%	Genetics	1/35 3%	Marine Science 1 Honors	1/42 2%
Geometry	^^	Physics 1	2/53 4%	Earth-Space Science	2/58 3%	Physical Science	3/56 5%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

38.0 Provide care for medical/surgical patients, utilizing nursing principles–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:

SC.912.L.14.11, 12, 13, 15, 16, 19, 20, 21, 25. 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52; SC.912.L.16.13; SC.912.N.1.1; SC.912.P.8.11, 12; SC.912.P.10.18

- 38.01 Identify signs and symptoms of disease/disorders of the body systems.
- 38.02 Identify diagnostic tests used in the treatment of diseases/disorders of the body systems.
- 38.03 Identify medications used in the treatment of diseases/disorders of the body systems.
- 38.04 Identify nutritional needs of patients with diseases/disorders of the body systems.
- 38.05 Identify common alterations in patients with psychological disorders.
- 38.06 Care for the patient with respiratory disease/disorder.
- 38.07 Care for the patient with cardio-vascular disease/disorder.
- 38.08 Care for the patient with muscular-skeletal disease/disorder.
- 38.09 Care for the patient with nervous, skin, and sensory disease/disorder.
- 38.10 Care for the patient with reproductive disease/disorder.

- 38.11 Care for the patient with urinary disease/disorder.
- 38.12 Care for the patient with digestive disease/disorder.
- 38.13 Care for the patient with endocrine disease/disorder.



**2013 – 2014**

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Practical Nursing 6  
**Course Number:** 8418360  
**Course Credit:** 1

**Course Description:**

This course is a continuation of Practical Nursing 5 and may be concurrent with Practical Nursing 5. Clinical experiences will allow the student to practice the role of the practical nurse as a member of the health team and to participate in the health and wellness aspects of the patient and family.

The clinical experience provides the student with the opportunity to build on acquired knowledge and skills, to practice and develop skills in selected procedures, including administration of medications, to apply nursing principles in meeting the needs of medical surgical patients, the aged and/or chronically ill patient, and practice and understand the role of the practical nurse.

**2013 – 2014**

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Practical Nursing 7  
**Course Number:** 8418370  
**Course Credit:** 1

**Course Description:**

This course is a continuation of Practical Nursing 5 and 6 and may be concurrent with Practical Nursing 5 or 6. Clinical experiences will allow the student to practice the role of the practical nurse as a member of the health team and to participate in the health and wellness aspects of the patient and family.

This course will provide the student with the opportunity to learn to plan, administer, and evaluate the nursing care of patients with complicated disorders of all systems of the body. Experiences will afford students with the opportunity to study the comprehensive principles of nursing dealing with the entire health team. Emphasis is placed on the development of confidence in performing nursing skills, skills in group planning for patient care, and the utilization of all available hospital and community resources for meeting the total needs of the patient.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course title:** Practical Nursing 8  
**Course number:** 8418380  
**Course credit:** 1

**Course Description:**

This course provides the student with information relating to specialty nursing including maternal/newborn, pediatrics and geriatrics, and as such reviews and relates to normal growth and development throughout the life cycle.

This course will provide the student with information relating to normal pregnancy, labor and delivery, the puerperium and the normal newborn. Selected deviation from the normal in all of these areas is also covered. Management, needs and nursing care of the mother and infant throughout the maternity cycle are emphasized. Skills taught in this course include selected therapeutic procedures relating to the care of the obstetrical patient and the newborn.

This course provides the student with information relating to common illnesses occurring in childhood, including needs and nursing care of the child. Skills taught in this course include selected therapeutic procedures including administration of medications.

It also provides review of geriatric care and procedures, as well as transitional employability skills.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	<sup>^^</sup>	Biology 1	#	Anatomy/Physiology Honors	2/53 4%	Astronomy Solar/Galactic Honors	#
Algebra 2	<sup>^^</sup>	Chemistry 1	#	Genetics	#	Marine Science 1 Honors	#
Geometry	<sup>^^</sup>	Physics 1	#	Earth-Space Science	#	Physical Science	#

<sup>^^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review  
# Alignment attempted, but no correlation to academic course.

40.0 Provide care for maternal/newborn patients, utilizing nursing principles—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.38, 41

- 40.01 Describe prenatal care.
- 40.02 Assist with admitting patient to labor and delivery.
- 40.03 Monitor contractions.
- 40.04 Monitor fetal heart rate.
- 40.05 Recognize signs of fetal distress.
- 40.06 Assist with preparing patient for Caesarean.

- 40.07 Describe care during delivery process.
  - 40.08 Describe Apgar score.
  - 40.09 Suction infant's respiratory passage with bulb syringe.
  - 40.10 Identify infant using mother's bracelet.
  - 40.11 Weigh and measure infant.
  - 40.12 Bathe infant.
  - 40.13 Carry infant.
  - 40.14 Feed infant.
  - 40.15 Collect urine specimen from infant.
  - 40.16 Provide post-partum care.
  - 40.17 Demonstrate and perform perineal care.
  - 40.18 Assist in breast care.
  - 40.19 Assist mother with infant care.
  - 40.20 Assist with Infant circumcision.
  - 40.21 Apply dressing to circumcision site.
  - 40.22 Clean infant genitalia and diaper.
  - 40.23 Discharge obstetric patient.
- 41.0 Provide care for pediatric patients, utilizing nursing principles—The student will be able to:
- 41.01 Adapt nursing care for the pediatric patient.
  - 41.02 Apply safety principles for the pediatric patient.
  - 41.03 Describe general characteristics, particular needs, and problems of pediatric patients.
  - 41.04 Prepare patient and family for the hospital experience.
  - 41.05 Identify signs and symptoms of common disorders/diseases.
  - 41.06 Implement prescribed nutritional requirement.
  - 41.07 Provide diversion and recreational activities.
- 44.0 Demonstrate employability skills specific to practical nursing--The student will be able to:
- 44.01 Recognize the potential for stress in the practice of nursing and develop methods of managing stress.
  - 44.02 Recognize the potential for violence in the workplace and describe methods of reducing that potential.
  - 44.03 Identify employment opportunities for licensed practical nurses.
  - 44.04 Participate in interview skill development activities.
  - 44.05 Complete letters of job application and resignation.
  - 44.06 Complete a professional portfolio, including a resume.

**2013 – 2014**

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Practical Nursing 9  
**Course Number:** 8418390  
**Course Credit:** 1

**Course Description:**

This course is a continuation of Practical Nursing 8 and may be concurrent with Practical Nursing 8.

The clinical experience provides the student with the opportunity to build on acquired knowledge and skills, to practice and develop skill in selected procedures, to apply nursing principles in meeting the needs of the obstetrical patient and the newborn, the child and the elderly patient and to practice the role of the practical nurse as a member of the health team and to participate in the health and wellness aspects of the patient and family.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Biomedical Sciences  
**Program Type:** Non Career Preparatory  
**Career Cluster:** Health Science

<b>Secondary – Non Career Preparatory</b>	
Program Number	8708100
CIP Number	0326010201
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification*	BIOLOGY 1 @2 REG NURSE 7 G MED PROF 7 G PARAMEDIC @7 G PLTW HEALTH 7G
CTSO	HOSA
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

*\* Note: While not required, when implemented as a Project Lead the Way program, both teachers and the program require special certification. See the Special Notes section below for more information.*

### **Purpose**

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field.

This program uses a combination of activity-based, project-based and problem-based (APPB) learning styles to engage students. The content includes but is not limited to the study of human body systems, medicine, health, key biological concepts, communication, transport of substances, locomotion, metabolic processes, defense, protection, research processes, engineering principles and an introduction to bio-informatics. The program also includes the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature.

Hands-on projects include designing experiments, investigating the structures and functions of body systems, and using data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Using 3D imaging, data acquisition software, and current scientific research, students design a product that can be used as a medical intervention.

The capstone course gives student teams the opportunity to work with a mentor, identify a scientific research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers.

### **Program Structure**

This program is a planned sequence of instruction based on the Project Lead the Way (PLTW) program of the same title. Students complete the three foundation courses (8708110, 8708120, and 8708130), and the capstone course (8708140).

Listed below are the courses that comprise this program and a sample schedule:

<b>Grade</b>	<b>Course Number</b>	<b>Course Title</b>	<b>Course Length</b>	<b>Level</b>
9	8708110	Principles of the Biomedical Sciences	1 credit	3
10	8708120	Human Body Systems	1 credit	3
11	8708130	Medical Interventions	1 credit	3
12	8708140*	Biomedical Innovation	1 credit	3

*\* Note: This course is intended to serve as a capstone course.*

More information about the PLTW Biomedical Sciences program can be found on their website (<http://www.pltw.org/>).

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

#### **Academic Alignment**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards

contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Principles of Biomedical	^^	^^	^^	27/53 51%	13/52 25%	31/56 55%	17/55 31%	12/58 21%	25/35 71%	15/42 36%	17/56 30%	14/53 26%
Human Body Systems	^^	^^	^^	43/53 81%	10/52 19%	19/56 34%	12/55 22%	9/58 16%	8/35 23%	12/42 29%	12/56 21%	11/53 21%
Medical Interventions	^^	^^	^^	16/53 30%	18/52 35%	20/56 36%	19/55 35%	16/58 28%	20/35 57%	17/42 40%	19/56 34%	18/53 34%
Biomedical Innovation	^^	^^	^^	6/53 11%	7/52 13%	13/56 23%	10/55 18%	7/58 12%	11/35 31%	12/42 29%	10/56 18%	8/53 15%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course.

## **PLTW Requirements**

Implementation of this program using PLTW curriculum requires each school to be certified by PLTW and teachers to be trained according to PLTW requirements. More information on specific PLTW contractual and certification requirements can be found at <http://www.pltw.org/Biomedical/Curriculum/Curriculum.cfm>.

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

The Health Occupation Student Association (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential



Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

## **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

### **Standards**

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

- 01.0 Demonstrate an understanding of the nature of science and how to correctly use appropriate scientific equipment.
- 02.0 Describe the importance of professional ethics and legal responsibilities.
- 03.0 Understand the structure and functions of the six major human body systems, the organs making up these systems and the interconnections between body systems.
- 04.0 Understand how determining the cause of death involves the investigation of many aspects of the medical condition of the victim.
- 05.0 Understand and describe the importance of the circulatory system by examining the structure and function of the heart.
- 06.0 Understand and describe the importance of blood in relation to the circulatory system and the human body.
- 07.0 Demonstrate an understanding of how food and water are essential to the health of the human body.
- 08.0 Describe how food provides nutrients for the body to help maintain homeostasis.
- 09.0 Demonstrate an understanding of the relationship of molecules to the metabolic function of the body.
- 10.0 Describe and discuss the causes, symptoms, treatments and effects of diabetes and the impact that this specific disease has on the human body and human lifestyle.
- 11.0 Investigate the significance of DNA and Chromosomes in the human body.
- 12.0 Describe factors that contribute to sickle cell disease and the impact it can have on the human body.
- 13.0 Understand the factors involved in heredity and mutation in relation to sickle cell disease.
- 14.0 Examine how changes in chromosomes or genes can cause disease/chromosomal abnormalities.
- 15.0 Demonstrate an understanding of the function of cholesterol in the body and its role in heart disease.
- 16.0 Describe molecular biological techniques for diagnosing diseases, specifically hypercholesterolemia.
- 17.0 Demonstrate an understanding of bacteria as a cause for infectious diseases.
- 18.0 Demonstrate an understanding of viruses as a cause for infectious diseases.
- 19.0 Examine medical interventions in the past and the present including but not limited to, surgery, medication, technology and lifestyle choices.
- 20.0 Understand medical research and the process of writing a scientific grant.
- 20.0 Investigate the basic and complex commonalities between all humans.
- 21.0 Explore the individual differences in tissues and cells between humans and its significance to individual identity.
- 22.0 Investigate the significance of DNA in relation to individual identity.
- 23.0 Investigate the role the brain plays in the communication system of the human body.

- 24.0 Determine how electrical communication works in the body and its effects.
- 25.0 Determine how chemical communication works in the body and its effects.
- 26.0 Investigate how the human body communicates with the outside world.
- 27.0 Understand and elaborate on the concept of power.
- 28.0 Describe the role food plays in the conversion and use of energy in the body.
- 29.0 Describe the role that oxygen plays in the conversion and use of energy in the body.
- 30.0 Describe the role that water plays in the conversion and use of energy in the body.
- 31.0 Demonstrate an understanding of how joints directly contribute to the movement of the human body.
- 32.0 Demonstrate an understanding of how muscles directly contribute to the movement of the human body.
- 33.0 Demonstrate an understanding of how blood flow aides in the movement of the substances through the human body.
- 34.0 Using knowledge of power and movement in the human body, describe how the body fuels and responds to exercise.
- 35.0 Describe the composition of skin and how the integumentary system serves as a protection for the human body.
- 36.0 Describe the composition of bones and how the skeletal system serves as a protection for the human body.
- 37.0 Describe the composition the immune system and how it serves as a protection for the human body.
- 38.0 Examine the connection between all of the human body systems and how these systems work together to maintain health and homeostasis.
- 39.0 Investigate the variety of interventions involved in the prevention, diagnosis and treatment of infectious disease.
- 40.0 Explore the factors that contribute to the effectiveness of antibiotics against infectious diseases.
- 41.0 Investigate hearing loss as a detrimental effect of infectious disease.
- 42.0 Explore vaccination as a mode of infectious disease prevention.
- 43.0 Investigate the available types of genetic testing/screening and their ethical implications
- 44.0 Examine the current reproductive technology and discuss medical interventions of the future.
- 45.0 Explore the diagnostic techniques and technology being used to better diagnose and understand cancer.
- 46.0 Explore the potential risk factors associated with cancer and the various situations which cause changes to DNA.
- 47.0 Investigate the treatments and therapies available to treat cancer and its physical, mental and emotional effects.
- 48.0 Explore the future of medical interventions for cancer.
- 49.0 Explore the medical implications of proteins produced and purified in a laboratory setting.
- 50.0 Investigate the causes and treatments for kidney failure.
- 51.0 Explore the process, policies and procedures involved for organ transplantation.
- 52.0 Investigate how advances in medical knowledge and technology can aid in building a better human body for the future.
- 53.0 Investigate biomedical problems related to clinical care by designing an effective emergency care center.
- 54.0 Explore the variety of research study designs available and investigate how to set up and conduct valid and reliable studies.
- 55.0 Explore the process, knowledge and skills required to design a medical innovation.
- 56.0 Explore biomedical innovation through investigating water contamination.

- 57.0 Evaluate a public health issue and combat the problem using knowledge of epidemiology, disease diagnosis and public health resources.
- 58.0 (Optional) Use modern molecular biology techniques to clone and transfer DNA.
- 59.0 (Optional) Assuming the role of a medical expert, investigate a mysterious death using forensics autopsy techniques.
- 60.0 (Optional) Students work independently in an area of interest in the biomedical sciences and outline milestones in a long-term open ended problem using skills learned throughout the program to complete the project.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Principles of Biomedical Science  
**Course Number:** 8708110  
**Course Credit:** 1

**Course Description:**

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	<sup>^^</sup>	Biology 1	31/56 55%	Anatomy/Physiology Honors	27/53 51%	Astronomy Solar/Galactic Honors	13/52 25%
Algebra 2	<sup>^^</sup>	Chemistry 1	17/55 31%	Genetics	25/35 71%	Marine Science 1 Honors	15/42 36%
Geometry	<sup>^^</sup>	Physics 1	14/53 26%	Earth-Space Science	12/58 21%	Physical Science	17/56 30%

<sup>^^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review  
<sup>#</sup> Alignment attempted, but no correlation to academic course.

01.0 Demonstrate an understanding of the nature of science and how to correctly use appropriate scientific equipment—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.4; SC.912.N.2.1, 2; SC.912.N.3.1, 4

- 01.01 Identify what is science, what clearly is not science and what can superficially resembles science but does not meet the criteria for science.
- 01.02 Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.
- 01.03 Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

- 01.04 Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.
  - 01.05 Compare and contrast structure and function of various types of microscopes.
  - 01.06 Practice and demonstrate how to properly and safely use a microscope.
- 02.0 Describe the importance of professional ethics and legal responsibilities—The student will be able to:
- 02.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
  - 02.02 Explain practices that could result in malpractice, liability and/or negligence.
  - 02.03 Interpret healthcare facility policy and procedures.
  - 02.04 Explain the patients' "Bill of Rights."
  - 02.05 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 02.06 Describe informed consent.
  - 02.07 Differentiate between legal and ethical issues in healthcare.
  - 02.08 Evaluate and justify decisions based on ethical reasoning.
  - 02.09 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
- 03.0 Understand the structure and functions of the six major human body systems, the organs making up these systems and the interconnections between body systems—The student will be able to:
- This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.2, 4, 11, 13, 16, 20, 26, 28, 29, 30, 32, 33, 42, 44, 46, 51, 52;  
SC.912.L.16.3
- 03.01 Identify the major body systems and their functions. Understand that these systems work together to maintain good health.
  - 03.02 Identify and locate specific organs that comprise the six major human body systems.
  - 03.03 Describe the structure and function of each of these organs.
  - 03.04 Recognize that organs are composed of specific types of tissues, which are composed of specific cells that operate both independently and interdependently of each other.
  - 03.05 Understand that cells are the fundamental functional units within all living organisms.
  - 03.06 Describe how these fields of engineering apply to the human body system.
  - 03.07 Describe how parts of the human body systems work together to perform the job of the entire system.
- 04.0 Understand how determining the cause of death involves the investigation of many aspects of the medical condition of the victim—The student will be able to:
- 04.01 Identify diseases and conditions that can disrupt the functioning of cells, tissues and organs within the body.
  - 04.02 Understand that evidence can be seen post-mortem through medical examination.

- 04.03 Describe the aspects involved in determining cause of death, including the condition of a victim, the internal and external examination of the body, and the chemical and microscopic analysis of tissues and body fluids
- 04.04 Discuss how the use of medical terminology and the involvement of many medical professionals are vital to the investigation process.
- 04.05 Discuss and describe the role of a coroner, a medical examiner and an emergency medical technician in determining the cause of death.

05.0 Understand and describe the importance of the circulatory system by examining the structure and function of the heart—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; MACC.912.S-IC.2; SC.912.L.14.36, 37, 40, 52

- 05.01 Describe and demonstrate how a simple and a two-chambered pump works.
- 05.02 Understand and discuss that the human heart is a four-chambered living pump that provides the force needed to transport blood, both oxygenated and un-oxygenated, throughout the body without mixing the two types of blood.
- 05.03 Identify and describe the structures and functions of the heart.
- 05.04 Compare and contrast the different kinds of cardiac tissue types that can be found in the heart and their purpose.
- 05.05 Understand how a heartbeat is caused by the contraction of cardiac muscle cells that result in the movement of blood from the heart to the arteries and to the whole body.
- 05.06 Calculate heart rate as the number of heart contractions per unit of time. Usually per minute.
- 05.07 Explain how blood pressure is a measure of the force put on the vascular walls by the blood as it is pushed by the cardiac muscles through the vascular system.
- 05.08 Describe how a electrocardiogram (EKG or ECG) measures the electrical activity of the heart.
- 05.09 Indicate how heart rate, blood pressure and EKG can be used to measure a person's medical condition.
- 05.10 Describe how internal and external factors affect heart function including heart rate, blood pressure and EKG.
- 05.11 Demonstrate the importance of technology in biomedical sciences by using software and equipment to collect and analyze cardiovascular data.

06.0 Understand and describe the importance of blood in relation to the circulatory system and the human body—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.4, 11, 34

- 06.01 Explain that blood is a liquid connective tissue composed of red cells, white cells and platelets that are suspended in liquid plasma.
- 06.02 Compare and contrast the structure and functions of red cells, white cells, platelets and erythrocytes
- 06.03 Recognize that blood is a major transport for many substances in the body that must be replenished throughout life including hormones, gases, molecules and nutrients.

- 06.04 Describe the process by which the body replenishes blood cells.
- 06.05 Examine using a microscope and sketch red and white blood cells as well as various types of human tissue.
- 06.06 Use and explain mathematical procedures to estimate size of objects viewed under a microscope.

07.0 Demonstrate an understanding of how food and water are essential to the health of the human body—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.1, 2, 10; SC.912.P.8.2, 4, 6

- 07.01 Identify the different categories used in a food label and what they mean in relation of the nutrition of the body.
- 07.02 Compare and contrast the recommended daily values for food groups, minerals and vitamins.
- 07.03 Describe that food is made of molecules and macromolecules which in turn are made of atoms.
- 07.04 Describe the structure and function of atoms.
- 07.05 Describe how homeostasis depends upon many different chemical reactions and large organic molecules.
- 07.06 Explain why water is an essential component of human bodies.
- 07.07 Describe the role of chemical bonding in chemical reactions and transfer of energy.

08.0 Describe how food provides nutrients for the body to help maintain homeostasis—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.1, 2, 3; SC.912.N.3.5; SC.912.P.8.2, 7

- 08.01 Describe the function of macromolecules in relation to the breakdown of food.
- 08.02 Differentiate between the four classes of macromolecules in terms of their structure and function and build a model of each.
- 08.03 Explain the role of indicators in identifying chemical compounds.
- 08.04 Describe different foods that contain each kind of nutrients.

09.0 Demonstrate an understanding of the relationship of molecules to the metabolic function of the body—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.11

- 09.01 Explain the structure and function of, enzymes and co enzymes and how they all work together.
- 09.02 Explain the importance of enzymes on maintaining homeostasis in the human body.
- 09.03 Demonstrate an understanding of both lock and key models and induced fit models of enzyme function.



10.0 Describe and discuss the causes, symptoms, treatments and effects of diabetes and the impact that this specific disease has on the human body and human lifestyle–The student will be able to:

- 10.01 Explain how many systems, living or non-living, operate using feedback mechanisms and that information put into a system causes a reaction within the system.
- 10.02 Compare and contrast the differences between a positive and negative feedback mechanism.
- 10.03 Summarize how insulin regulates the transfer of glucose into the body cells and its role as part of the feedback system.
- 10.04 Explain the causes, symptoms, effects and treatments of both Type 1 and Type 2 diabetes.
- 10.05 Understand and describe the dietary requirements and restrictions of diabetics of both types and how these changes can impact one's lifestyle.
- 10.06 Describe healthy behaviors and actions that could help prevent the onset of Type 2 diabetes.
- 10.07 Plan a menu that is nutritionally complete and appropriate for a diabetic teenager.

11.0 Investigate the significance of DNA and Chromosomes in the human body–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.3, 9; SC.912.L.18.4

- 11.01 Describe the Structure and function of a chromosome.
- 11.02 Describe the structure and function of deoxyribonucleic acid (DNA).
- 11.03 Explain the relationship between chromosomes, DNA and Genes.
- 11.04 Interpret the structure of a chromosome in relation to the size of a cell and the amount of DNA it contains.
- 11.05 Explain the interactions between nucleotides using DNA models.
- 11.06 Demonstrate how the genetic information in DNA molecules provides instructions for creating protein molecules and that the structure of DNA is basically the same for all living organisms.
- 11.07 Describe the importance of nucleotides in the process of creating protein molecules with the information from DNA.
- 11.08 Distinguish between the different levels of proteins and understand that a protein's shape can change depending on its environment.
- 11.09 Identify the exons of a gene by comparing the DNA code to the amino acid sequence of the protein.
- 11.10 Explain how the sequence of amino acids in a protein determines the protein's structure.
- 11.11 Describe the appropriate laboratory methods to isolate DNA from plant and animal cells.

12.0 Describe factors that contribute to sickle cell disease and the impact it can have on the human body–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.8; SC.912.L.17.1

- 12.01 Describe the difference between the appearance of normal and sickle cell blood.
- 12.02 Describe the structure and function of hemoglobin found in red cells.
- 12.03 Demonstrate how changes to the structure of a protein can change its ability to work properly.
- 12.04 Understand and describe how changes in the structure of hemoglobin can result in a structural change in red blood cells.
- 12.05 Compare and contrast the differences between a normal and sickle red blood cell.
- 12.06 List the symptoms and complications of sickle cell disease.
- 12.07 Research the occurrence of sickle cell disease between different countries around the world and investigate the reasons for the differences in incidence rates.

13.0 Understand the factors involved in heredity and mutation in relation to sickle cell disease—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; MACC.912.S-IC.2; SC.912.L.15.13, 15; SC.912.L.16.1, 2, 16, 17; SC.912.L.17.5

- 13.01 Describe that chromosomes each carry numerous genes that are passed along from parents to offspring through reproductive cells.
- 13.02 Illustrate how and why chromosomal abnormalities occur and describe specific syndromes associated with them.
- 13.03 Compare and contrast between chromosomal and gene mutations.
- 13.04 Explain the results of different types of gene mutations and the effects that they have on the corresponding proteins.
- 13.05 Describe the process of meiosis, including independent assortment and crossing over.
- 13.06 Explain how reduction division results in the formation of haploid gametes or spores.
- 13.07 Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.
- 13.08 Analyze the symptoms and complications of the sickle cell trait in relation to sickle cell disease.
- 13.09 Explain how anemia and cell energetics are related.
- 13.10 Use appropriate research techniques to obtain information on the symptoms and complications of the sickle cell trait and disease.
- 13.11 Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.
- 13.12 Create and analyze pedigree charts to illustrate passage of a trait through at least three generations and calculate the probability of a trait appearing in offspring.

14.0 Examine how changes in chromosomes or genes can cause disease/chromosomal abnormalities—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.16.4

- 14.01 Define, identify and analyze karyotypes.
- 14.02 Explain how karyotypes are used to diagnose medical conditions.
- 14.03 Explain how the substitution of a single amino acid can change a protein and how it interacts with other proteins.
- 14.04 Describe symptoms, causes, prognosis and treatment options for those with specified chromosomal abnormalities.
- 14.05 Explain how specific mutations lead to specified genetics diseases.
- 14.06 Determine how specific amino acids interact using a 3d model of  $\beta$ -globin.

15.0 Demonstrate an understanding of the function of cholesterol in the body and its role in heart disease—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.1, 3, 4

- 15.01 Describe the different types of fat and lipid molecules in relation to their physical properties and functions.
- 15.02 Describe how the type of bond between the carbon atoms in a fatty acid determines whether it is saturated or unsaturated with hydrogen atoms.
- 15.03 Identify the structures and functions of stearic acid, oleic acid, linoleic acid, stearidonic acid and cholesterol.
- 15.04 Explain how cholesterol is transported in the blood by protein complexes called high density lipoprotein (HDL) and low density lipoprotein (LDL) and the role each of them play in the body.
- 15.05 Describe how the measurement of these complexes affects a person's risk for heart disease.

16.0 Describe molecular biological techniques for diagnosing diseases, specifically hypercholesterolemia—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.5, 6, 11, 12

- 16.01 Explain the processes of polymerase chain reaction (PCR), restriction fragment length polymorphism, single nucleotide polymorphisms (SNP), and DNA gel electrophoresis in the diagnosis of genetic diseases and disorders such as the familial hypercholesterolemia.
- 16.02 Calculate the amplification of DNA during the polymerase chain reactions.
- 16.03 Explain using proper laboratory techniques how to separate DNA fragments by gel electrophoresis.
- 16.04 Analyze the results of a gel electrophoresis to correctly diagnose the presence of the familial hypercholesterolemia mutation.

17.0 Demonstrate an understanding of bacteria as a cause for infectious diseases—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.52

- 17.01 Compare and contrast the many different types of bacteria and what diseases they do cause opposed to those they do not.
- 17.02 Classify bacteria by shape, metabolism and reaction to gram staining.
- 17.03 Understand how antibiotics are used to treat infections and that their effectiveness depends on the type of bacteria that has caused the infection.
- 17.04 Analyze the cause and implications of antibiotic resistance.

18.0 Demonstrate an understanding of viruses as a cause for infectious diseases–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6, 52

- 18.01 Describe the structure and function of viruses as well as how they reproduce.
- 18.02 Elaborate on the effective and ineffective treatments for viral infections.
- 18.03 Communicate effectively the symptoms, prevalence, and treatment for viruses as well as the global and social impact of an infectious disease that is caused by a virus.
- 18.04 Describe the various ways that infectious diseases can be spread and what behaviors and actions can be used to help prevent them.
- 18.05 Design and produce a Public Health Awareness Campaign to express the cause, symptoms and prevention of an infectious disease.

19.0 Examine medical interventions in the past and the present including but not limited to, surgery, medication, technology and lifestyle choices–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.10

- 19.01 Describe biomedical science in relation to the prevention of disease and the development of effective treatments.
- 19.02 Research and summarize the variety of medical interventions that are available to prevent and treat disease and how they are used.
- 19.03 Understand the relationship between the need for medical interventions and the availability of technology.
- 19.04 Communicate how engineering principles and technology affect the development of treatment and prevention methods.
- 19.05 Describe the steps or stages of development, trial and approval of medical interventions.

20.0 Understand medical research and the process of writing a scientific grant–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1, 3, 4, 7; SC.912.N.2.4; SC.912.N.4.2

- 20.01 Define and elaborate on what medical research is used for and how funding for it is obtained.
- 20.02 Explain the role of a grant in relation to medical research.
- 20.03 Understand the difference between what constitutes a credible source opposed to a non-credible source when conducting a literature search.

- 20.04 Distinguished between primary and secondary sources.
- 20.05 Demonstrate how to correctly document and cite research from a variety of sources and explain how this process will help to prevent plagiarism.
- 20.06 Understand and identify the process by which a grant is created and the principle components that are present in scientific grant proposals (i.e. abstract, specific aims, background and significance, preliminary data/progress, project description, resources, supplemental materials).
- 20.07 Prepare, write and present a detailed grant proposal for a research project that will impact a specific aspect of a disease or medical condition.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Human Body Systems  
**Course Number:** 8708120  
**Course Credit:** 1

**Course Description:**

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	19/56 34%	Anatomy/Physiology Honors	43/53 81%	Astronomy Solar/Galactic Honors	10/52 19%
Algebra 2	^^	Chemistry 1	12/55 22%	Genetics	8/35 23%	Marine Science 1 Honors	12/42 29%
Geometry	^^	Physics 1	11/53 21%	Earth-Space Science	9/58 16%	Physical Science	12/56 21%

<sup>^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review

<sup>#</sup> Alignment attempted, but no correlation to academic course.

21.0 Investigate the basic and complex commonalities between all humans--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.14.4, 16, 20, 26, 28, 29, 30, 32, 33, 42, 44, 46, 51, 52; SC.912.L.16.13;  
 SC.912.N.1.4

- 21.01 List the major organs within each human body system and the functions of the different human body systems.
- 21.02 Describe how multiple body systems are interconnected.
- 21.03 Describe how the interconnections and interactions of multiple body systems are necessary for life.
- 21.04 Explain how directional terms and regional terms can be used to identify locations on the body.
- 21.05 Demonstrate key directional terms on a model of the human body.

- 21.06 Apply knowledge of human body systems to indicate how damage to one system can impact function in another system.
- 21.07 Discuss similarities between all humans and relate this discussion to human identity.
- 21.08 Reflect on student's own identity.

22.0 Explore the individual differences in tissues and cells between humans and its significance to individual identity–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.11, 12, 13, 14, 15; SC.912.L.16.2

- 22.01 Describe the differences in the appearance of epithelial and connective tissues.
- 22.02 Explain the basic structure and function of the skeletal system.
- 22.03 Model tissue placement in the face.
- 22.04 Interpret bone markings, bone landmarks and bone measurements to provide information about gender, race, ethnicity and height.
- 22.05 Use mathematical calculations to predict height from the length of a bone.
- 22.06 Reflect on cultural perspectives of determining ethnicity from bones.
- 22.07 Identify the structure and function of chromosomes and their role in individual traits of humans.

23.0 Investigate the significance of DNA in relation to individual identity–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.16.9, 10; SC.912.N.1.5, 7; SC.912.N.4.2

- 23.01 Describe how the structure of DNA is linked to function in the body.
- 23.02 Explain how restriction enzymes cut DNA.
- 23.03 Explain how gel electrophoresis separates DNA fragments by size.
- 23.04 Interpret gel electrophoresis results to solve a missing person's case.
- 23.05 Define biometrics and the ethical issues associated with it.
- 23.06 Evaluate the way in which characteristics such as fingerprints, facial features and retinal patterns can be used to establish identity.
- 23.07 Design a comprehensive security plan for a real-world situation.
- 23.08 Read an interview with a forensic anthropologist and write an interview with a DNA analyst.

24.0 Investigate the role the brain plays in the communication system of the human body–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L. 14.11, 21, 22, 24, 25, 26, 27, 28

- 24.01 Describe the structure and function of the central nervous system.
- 24.02 Explain the techniques scientists use to map brain function.
- 24.03 Interpret how a breakdown in communication would impact the function of the human body.
- 24.04 Determine the region of the brain responsible for specific actions, emotions, or functions of humans.

24.05 Apply knowledge of brain function to determine the parts of the brain used to complete a list of daily activities.

25.0 Determine how electrical communication works in the body and its effects–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.11, 21, 22, 24, 25; SC.912.L.16.10; SC.912.N.1.1

25.01 Explain how electrical signals are created and transmitted in the human body.

25.02 Explain the roles of ions in creating electrical impulses in the human body.

25.03 Explain how neurotransmitters help propagate electrical impulses.

25.04 Interpret a graph of membrane potential in the neuron.

25.05 Describe neuron structure and function.

25.06 Discuss different ways communication between cells or organ systems can be disrupted in the human body.

25.07 Apply knowledge of reflex versus reaction time to pathways of processing in the brain.

25.08 Demonstrate an understanding of how a serious nervous system disorder impacts quality of life.

25.09 Research and report on biomedical professionals who can improve the quality of life for those coping with nervous system dysfunction.

25.10 Using data acquisition software to complete a laboratory investigation on the reflexes in the human body and reaction time.

26.0 Determine how chemical communication works in the body and its effects–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.29, 30, 31, 32; SC.912.N.1.1, 6

26.01 Describe the way in which hormones interact with target cells.

26.02 Explain the difference between endocrine and exocrine glands as well as protein/peptide and steroid hormones.

26.03 Interpret the symptoms and physical characteristics of a patient to determine an endocrine system malfunction.

26.04 Apply knowledge of how hormones should work in the human body and how they contribute to maintain homeostasis.

26.05 Create an evidence board to help solve a medical mystery.

27.0 Investigate how the human body communicates with the outside world–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.50

27.01 Describe the structures and function of the eye.

27.02 Describe how the eye and the brain work together to allow a person to see.

27.03 Explain visual perception, including visual acuity, depth perception, peripheral vision, color vision, and the interpretation of optical illusions.

27.04 Explain tests and procedures included in a typical eye exam.



- 27.05 Interpret results from vision testing.
- 27.06 Apply knowledge of different types of lenses to refocus light and correct problems with vision.
- 27.07 Alter photographs to model what a person with a particular eye condition would see.
- 27.08 Simulate various vision disorders by wearing modified glasses.
- 27.09 Demonstrate an understating of what life would be like with a vision disease or abnormality.
- 27.10 Research careers in the field of vision.

28.0 Understand and elaborate on the concept of power—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.34, 43, 44, 46; SC.912.L.17.13

- 28.01 Predict how long the body can function without oxygen, water or food.
- 28.02 Describe the human body systems that absorb process and distribute oxygen, water and food.
- 28.03 Describe environmental and personal factors the impact the body's ability to utilize biological resources and maintain homeostasis.

29.0 Describe the role food plays in the conversion and use of energy in the body—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.46; SC.912.L.18.10, 11; SC.912.N.1.1; SC.912.N.3.5

- 29.01 Describe the structure and function of organs in the human digestive system.
- 29.02 Explain how energy is stored and released from ATP.
- 29.03 Assess overall health through analysis of calories consumed and calories expended in daily activities.
- 29.04 Interpret enzyme function in the digestive system through laboratory experiments.
- 29.05 Build a model of the human digestive system illustrating function of each component.
- 29.06 Design and perform an experiment to determine optimal conditions for digestive enzyme reactions.
- 29.07 Increase personal health by reflection and analysis of personal diet.

30.0 Describe the role that oxygen plays in the conversion and use of energy in the body—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.N-Q.1.3; MACC.912.S-IC.2; SC.912.L.14.43, 44

- 30.01 Describe the structure and function of the human respiratory system.
- 30.02 Explain the exchange of oxygen and carbon dioxide in the lungs.
- 30.03 Explain the transport of oxygen to all cells in the body through the close connection between the respiratory and cardiovascular systems.

- 30.04 Interpret data charts and graphs to determine tidal volume, aspiratory reserve volume, expiratory reserve volume, and vital capacity of lungs.
- 30.05 Determine the amount of oxygen absorbed by the lungs at rest and after exercise through the interpretation of data charts.
- 30.06 Apply knowledge of lung structure and breathing mechanics to determine the effect on oxygen transport of various diseases and medical conditions.
- 30.07 Create a resume for a respiratory therapist.

31.0 Describe the role that water plays in the conversion and use of energy in the body–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.47, 48; SC.912.L.18.12; SC.912.N.3.1, 5

- 31.01 Describe the structure and function of the human urinary system.
- 31.02 Describe the structure and function of the kidney.
- 31.03 Describe and illustrate the movement of fluids and ions in and out of the various parts of the nephron.
- 31.04 Interpret the effects of aldosterone and ADH (anti-diuretic hormone) on the nephron and on overall water balance.
- 31.05 Illustrate the composition of normal blood and normal urine.
- 31.06 Build a model of the urinary system.
- 31.07 Test simulated urine sample and apply knowledge to diagnose disease.
- 31.08 Analyze the use of urinalysis as a medical intervention.

32.0 Demonstrate an understanding of how joints directly contribute to the movement of the human body–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.12; SC.912.N.1.1

- 32.01 Describe the structure and function of the three types of human body joints.
- 32.02 Describe using appropriate vocabulary, the motion of bones in the different joint types.
- 32.03 Identify range of motion measurements to specific joint actions and develop a plan to measure the range of motion.
- 32.04 Compare the structure of a cow elbow to a human elbow.
- 32.05 Discuss differences in an individual's range of motion and the reason for these differences.
- 32.06 Discuss ways to improve joint flexibility.

33.0 Demonstrate an understanding of how muscles directly contribute to the movement of the human body–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.16, 17, 18, 19, 20, 22, 23

- 33.01 Describe the structure and function of the three types of muscle tissue.
- 33.02 Identify specific muscles by deciphering muscle names.
- 33.03 Describe the requirements for muscle contraction.
- 33.04 Explain the sliding filament mechanism of muscle contraction.

- 33.05 Explain the connection between nerves and muscle.
- 33.06 Analyze nerve structure and function.
- 33.07 Interpret muscle function by examining structure and attachment to bone.
- 33.08 Build a model of a muscle group.
- 33.09 Explain the science behind rigor mortis.
- 33.10 Identify exercises to tone and strengthen muscles.
- 33.11 Discuss how muscle contributes to human identity.
- 33.12 Identify the many roles of calcium in the body.

34.0 Demonstrate an understanding of how blood flow aides in the movement of the substances through the human body–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.34, 35, 36, 37, 38, 39, 40; SC.912.N.1.1

- 34.01 Explain the relationship between the heart and lungs and the path of blood flow through these organs.
- 34.02 Define pulse and blood pressure, and locate pulse points on the body.
- 34.03 Calculate cardiac output and interpret results.
- 34.04 Identify major arteries and veins and specify the body region each supplies.
- 34.05 Name the elements of the conduction system of the heart and the pathway of impulses.
- 34.06 Interpret ankle brachial index (ABI) to determine possible blood vessel blockages.
- 34.07 Determine the relationship between the amount of blood pumped by the heart, through analysis of cardiac output values, and the health of other body organs and systems.
- 34.08 Explore peripheral artery disease through the analysis of patient symptoms and diagnostic test results.
- 34.09 Explain the structure and function of varicose veins.
- 34.10 Identify medical interventions for peripheral artery disease.
- 34.11 Build a model of the major circulatory routes.
- 34.12 Analyze self risk for cardiovascular disease.

35.0 Using knowledge of power and movement in the human body, describe how the body fuels and responds to exercise–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.18.5, 6, 8, 10; SC.912.N.1.1

- 35.01 Describe how the human body generates ATP for energy and the time period that this energy will last.
- 35.02 Assess muscle fatigue through interpretation of EMG and grip strength.
- 35.03 Design experiments to test ability to overcome muscle fatigue.
- 35.04 Create a time line of a running race that shows the body systems response to each stage of the event.
- 35.05 Design a training plan for an athlete.
- 35.06 Design a training plan for a fictional client, incorporating the specific health situation of the client.
- 35.07 Debate the risks of performance-enhancing drugs.

35.08 Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.

36.0 Describe the composition of skin and how the integumentary system serves as a protection for the human body—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.51; SC.912.N.1.1

- 36.01 Describe the structure and function of human skin.
- 36.02 Explain burn degree terms in relation to damaged layers of the skin.
- 36.03 Explain how burn damage to the skin affects function and homeostasis in the body.
- 36.04 Explain how the human body senses and processes pain signals.
- 36.05 Build a model of normal human skin and burn damaged skin.
- 36.06 Analyze the effects of rehabilitation of a burn victim and changes to everyday life.
- 36.07 Describe the life of a young person who is unable to feel pain.

37.0 Describe the composition of bones and how the skeletal system serves as a protection for the human body—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.12, 13, 14, 15; SC.912.N.1.1

- 37.01 Describe and compare the structure and function of compact and spongy bone.
- 37.02 Describe types of bone fractures.
- 37.03 Identify bone fractures on x-rays and describe possible damage to internal organs.
- 37.04 Describe the effect of aging on bone structure.
- 37.05 Describe the effects on bone strength and release of calcium of the hormones calcitonin and parathyroid.
- 37.06 Create drawings of the stages of bone remodeling.
- 37.07 Identify lifestyle choices that affect development and maintenance of healthy bones.

38.0 Describe the composition the immune system and how it serves as a protection for the human body—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.42, 52

- 38.01 Describe the structure and function of the lymphatic and immune system.
- 38.02 Describe the interaction between antigens and antibodies.
- 38.03 Explain the role of blood cells in specific immunity.
- 38.04 Determine the blood type of family members through analysis of a pedigree.
- 38.05 Interpret data on antibody concentrations after an infection.
- 38.06 Determine potential blood donors for a transfusion through the analysis of blood types and Rh compatibility.
- 38.07 Explain immunity and how vaccines function.
- 38.08 Identify the effects of autoimmune diseases on everyday life.

38.09 Explain how blood type and immune response contribute to an individual's identity.

39.0 Examine the connection between all of the human body systems and how these systems work together to maintain health and homeostasis–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

39.01 Describe the effects of an extreme external environment on human body systems.

39.02 Explain how body systems work together to maintain homeostasis and complete basic functions.

39.03 Create and solve a plausible yet fictional medical mystery through the illustration of disease from initial symptoms to diagnosis and treatment.

39.04 Evaluate medical data to create a unique case study.

39.05 Build a model of a disease and a medical intervention to treat it.

39.06 Research the role of various medical professionals to diagnose and treat a fictional patient.

39.07 Reflect on self identity.

39.08 Write a summary of career goals.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Medical Interventions  
**Course Number:** 8708130  
**Course Credit:** 1

**Course Description:**

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	20/56 36%	Anatomy/Physiology Honors	16/53 30%	Astronomy Solar/Galactic Honors	18/52 35%
Algebra 2	^^	Chemistry 1	19/55 35%	Genetics	20/35 57%	Marine Science 1 Honors	17/42 40%
Geometry	^^	Physics 1	18/53 34%	Earth-Space Science	16/58 28%	Physical Science	19/56 34%

<sup>^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review  
<sup>#</sup> Alignment attempted, but no correlation to academic course.

**40.0 Investigate the variety of interventions involved in the prevention, diagnosis and treatment of infectious disease—The student will be able to:**

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.S-IC.2SC.912.L.16.6, 7, 9, 10, 11; SC.912.L.17.1; SC.912.N.4.2;

- 40.01 Define medical interventions and explain how these interventions help prevent, diagnose and treat disease.
- 40.02 Define bioinformatics and explore how it is used in the collection, classification, storage and analysis of biochemical and biological information.
- 40.03 Explain how bacteria can be identified using their DNA sequences.
- 40.04 Investigate the significance of diagnostic tests for infectious diseases.
- 40.05 Graphically organize connections between individuals in a fictitious disease outbreak.

40.06 Determine the concentration of infectious bacteria in simulated body fluids and identify infected patients using antibody-based diagnostic tests, such as ELISA assay.

41.0 Explore the factors that contribute to the effectiveness of antibiotics against infectious diseases—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.52; SC.912.L.16.1, 6, 7, 9, 10

- 41.01 Creatively describe the structure of a bacterial cell.
- 41.02 Investigate how antibiotics disrupt the pathways that bacteria need to survive.
- 41.03 Explain how bacteria use various pathways to gain resistance to antibiotics.
- 41.04 Creatively demonstrate one of the pathways through which bacterial cells transfer genes.
- 41.05 Use a model to simulate the effects of antibiotics on the population of bacteria during an infection.

42.0 Investigate hearing loss as a detrimental effect of infectious disease—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.5; SC.912.L.16.10; SC.912.N.1.3, 4, 6, 7; SC.912.N.3.5; SC.912.N.4.2;  
SC.912.P.10.20, 21

- 42.01 Distinguish the properties of sound waves; including frequency and amplitude.
- 42.02 Apply knowledge of the structures of the ear to create a model of an ear.
- 42.03 Identify and perform tests in which hearing loss can be evaluated.
- 42.04 Research the variety of interventions and services available to aide those with hearing loss.
- 42.05 Investigate and debate the bioethical concerns related to the use of cochlear implant technology.

43.0 Explore vaccination as a mode of infectious disease prevention—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.42, 52; SC.912.L.16.7, 10, 11, 12; SC.912.N.3.1; SC.912.N.4.1

- 43.01 Explain how vaccines act as medical interventions to defend the body against infectious invaders.
- 43.02 Explore the various laboratory methods in which vaccines are produced.
- 43.03 Define plasmids and explain their significance in genetic engineering.
- 43.04 Investigate the importance of epidemiologists and the impact these medical professionals have on public health.
- 43.05 Describe how vaccines interact with the human immune system.
- 43.06 Interpret data from a disease outbreak to determine the course of the infection.
- 43.07 Explore vaccination from the perspective of individuals from different generations.

44.0 Investigate the available types of genetic testing/screening and their ethical implications—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.6; SC.912.L.16.1, 2, 3, 4, 5; 10, 11, 12; SC.912.N.1.1

- 44.01 Describe genetic testing and how it is used to determine if someone has a genetic disorder.
- 44.02 Explain how genetic counseling can positively affect persons who have had genetic testing for various situations.
- 44.03 Amplify a segment of DNA in the laboratory using the Polymerase Chain Reaction (PCR) procedure.
- 44.04 Use laboratory techniques such as DNA extraction, PCR, and restriction analysis to identify single base pair differences in DNA.
- 44.05 Apply laboratory results to demonstrate the relationship between genotype and phenotype.
- 44.06 Analyze prenatal genetic screening results.
- 44.07 Describe proper prenatal care as well as medical interventions used to monitor a pregnancy.
- 44.08 Investigate how a person's ability to taste the chemical PCT, their phenotype, relates to their results from laboratory genetic testing their genotype.

45.0 Examine the current reproductive technology and discuss medical interventions of the future—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.3, 5, 13, 16; SC.912.N.1.1, 3, 5, 6, 7; SC.912.N.2.3; SC.912.N.3.1;  
SC.912.N.4.1, 2

- 45.01 Explore how gene therapy can be used to treat genetic disorders.
- 45.02 Discuss and debate the safety and effectiveness of gene therapy.
- 45.03 Explore the various medical interventions parents have available to choose the sex of their future child, including sperm sorting and embryo selection by pre-implantation genetic diagnosis (PDG).
- 45.04 Describe and outline the process of reproductive cloning.
- 45.05 Evaluate and debate the potential impact of reproductive technology from moral, ethical and scientific perspectives.

46.0 Explore the diagnostic techniques and technology being used to better diagnose and understand cancer—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.5, 8

- 46.01 Investigate the physiology of cancer and discuss how cancerous cells differ from normal/healthy cells.
- 46.02 Describe the different uses of x-rays, CT scans, and MRI scans.
- 46.03 Investigate what DNA microarrays measure and how this information is used to determine differences in gene expression between differing tissues samples.
- 46.04 Using statistical analysis, determine the similarities between gene expression patterns of multiple patients.



47.0 Explore the potential risk factors associated with cancer and the various situations which cause changes to DNA—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.16.8; SC.912.N.1.5, 6; SC.912.N.4.2

- 47.01 Describe the potential risk factors for different types of cancer as well as the ways to reduce the risk.
- 47.02 Explore the various cancer screening techniques that can be used to predict risk for developing cancer.
- 47.03 Investigate viruses as a risk factor or cause for certain cancers.

48.0 Investigate the treatments and therapies available to treat cancer and its physical, mental and emotional effects—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.16.8; SC.912.N.1.1; SC.912.N.4.2; SC.912.P.8.6, 7

- 48.01 Define and identify the differences between chemotherapy and radiation therapy.
- 48.02 Describe how chemotherapy drugs interact with and destroy cancer cells.
- 48.03 Explore biofeedback therapy and how it is utilized to treat cancer and its symptoms.
- 48.04 Exhibit information on the advances and benefits of prosthetic technology for those who have lost their limbs.
- 48.05 Explain how physical and occupational therapists help patients with disabilities or recovering from surgery/injury.

49.0 Explore the future of medical interventions for cancer—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 4, 6

- 49.01 Discuss why therapy drugs do not produce the same effect in all individuals.
- 49.02 Explain how SNP profiles factor into the decision to prescribe a specific medication.
- 49.03 Explore the field of pharmacogenetics and its contributions to the improvement of individualized patient treatment.
- 49.04 Research and present how cases of human abuse have lead to strict regulations of human participation in clinical trials.
- 49.05 Describe the importance of nanomedicine, particularly for cancer research and the development of medical interventions.

50.0 Explore the medical implications of proteins produced and purified in a laboratory setting—The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.S-IC.2; SC.912.L.16.3, 4, 6, 7, 8, 10; SC.912.N.1.1, 6; SC.912.N.2.4; SC.912.N.3.1, 2; SC.912.N.4.1, 2

- 50.01 Discuss how the diagnosis and treatment of diabetes has evolved from the 1800s through today.
- 50.02 Explain the bacterial transformation process.
- 50.03 Define chromatography and how it is used to separate items in a mixture.
- 50.04 Interpret electrophoresis results to determine the molecular weight of specific proteins in a mixture.
- 50.05 Explore and reflect on specific biomedical careers in the manufacturing of therapeutic proteins.

51.0 Investigate the causes and treatments for kidney failure—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.30, 31, 35, 45, 47, 52

- 51.01 Describe End Stage Renal Disease (ESRD) and how it is diagnosed.
- 51.02 Describe the chain of events that result when kidneys do not function properly and how it affects the creation of red blood cells.
- 51.03 Explore the medical options for treatment for persons with ESRD including hemodialysis, peritoneal dialysis and kidney transplant.

52.0 Explore the process, policies and procedures involved for organ transplantation—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.34, 35

- 52.01 Consider the integral factors to consider when deciding who should receive an organ transplant.
- 52.02 Describe the importance of blood and tissue typing for a successful organ transplant.
- 52.03 Describe the general steps involved in a live donor laparoscopic nephrectomy.
- 52.04 Compare the similarities and differences between a heart and a kidney transplant.
- 52.05 Explain how the members of the surgical transplant team work together for a successful transplant.

53.0 Investigate how advances in medical knowledge and technology can aid in building a better human body for the future—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.14.11, 16, 34, 35, 45, 52; SC.912.L.16.10; SC.912.N.1.1, 3, 5, 6, 7;  
SC.912.N.2.1, 2, 3, 4; SC.912.N.4.1, 2

- 53.01 Explore how a variety of tissues and organs can be transplanted from one organism to another.
- 53.02 Describe how xenotransplantation and tissue engineering works, as well as potential risks, benefits, challenges and ethical/moral concerns.
- 53.03 Reflect on how current methods of medical intervention can be improved.
- 53.04 Describe how advancing medical knowledge and technology will enable scientists to enhance the human body.

53.05 Design a potential “super” human using knowledge of the human body and available medical interventions.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Biomedical Innovation  
**Course Number:** 8708140  
**Course Credit:** 1

**Course Description:**

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	13/56 23%	Anatomy/Physiology Honors	6/53 11%	Astronomy Solar/Galactic Honors	7/52 13%
Algebra 2	^^	Chemistry 1	10/55 18%	Genetics	11/35 31%	Marine Science 1 Honors	12/42 29%
Geometry	^^	Physics 1	8/53 15%	Earth-Space Science	7/58 12%	Physical Science	10/56 18%

<sup>^</sup> Alignment pending full implementation of the Common Core State Standards for Mathematics.

<sup>\*\*</sup> Alignment pending review

<sup>#</sup> Alignment attempted, but no correlation to academic course.

54.0 Investigate biomedical problems related to clinical care by designing an effective emergency care center—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.L.16.10; SC.912.N.1.1

- 54.01 Evaluate the significant role that biomedical innovation plays in treating disease, reducing wait time and promoting efficient care in emergency room and emergency care centers.
- 54.02 Analyze website content and assess overall credibility of the information.
- 54.03 Produce an effective presentation of scientific information by using oral communication skills and PowerPoint presentation.
- 54.04 Using brainstorming and problem solving skills propose solutions to healthcare delivery problems in the 21<sup>st</sup> century.
- 54.05 Design an innovative emergency medicine delivery system.
- 54.06 Diagnose a fictional patient and follow this patient's journey through an emergency care center.

54.07 Demonstrate proficiency in using online search engines and journal databases to locate reliable scientific articles.

55.0 Explore the variety of research study designs available and investigate how to set up and conduct valid and reliable studies—The student will be able to:

This standard supports the following Common Core State Standards Next Generation Sunshine State Standards: MACC.912.S-IC.2; SC.912.N.1.1, 3, 7

55.01 Critique science data presented in popular media and compare this with data presented in scientific journals.

55.02 Using knowledge of statistical analysis methods, analyze the results of experimental studies.

55.03 Design, conduct and analyze an experimental study to answer a question regarding one or more body systems.

55.04 Using at least three statistical fallacies, assume the role of an advertisement sales person selling a fictitious product.

55.05 Reflect on the various biomedical career fields related to clinical or research studies and describe two of these career fields.

56.0 Explore the process, knowledge and skills required to design a medical innovation—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1, 7

56.01 Investigate the evolution of various biomedical products.

56.02 Brainstorm ideas for a new biomedical product or methods to improve on an existing product.

56.03 Discuss the concept of design process and how it is significant to medical innovation.

56.04 Choose a problem to solve, and then research the past and present solutions to this problem.

56.05 Examine possible design solutions to the problem chosen, select the best approach and develop a design proposal.

56.06 Design a marketing plan to pitch the chosen solution to potential investors.

57.0 Explore biomedical innovation through investigating water contamination—The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.L.14.6, 52; SC.912.L.17.13, 15, 16, 17, 18; SC.912.N.1.1, 4, 6

57.01 List and describe multiple causes of water contamination.

57.02 Explain why water quality is a global issue.

57.03 Extrapolate on the cause of non-point source pollution and its implications.

57.04 Using knowledge of specific assays, interpret the results of various chemical and culture assays and identify specific contaminants found.

57.05 Research and propose solutions to prevent or treat water contamination.

- 57.06 Determine local potential hazards or sources of contamination of local water samples and research local and Internet resources to investigate the condition of the local water delivery system.
- 57.07 Report on the quality of the local water.

58.0 Evaluate a public health issue and combat the problem using knowledge of epidemiology, disease diagnosis and public health resources–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.3, 5, 6, 7, 9, 12

- 58.01 Discuss the significant role that epidemiologists and public health investigators play in a public health crisis or disease outbreak.
- 58.02 Describe how to set-up case control and cohort studies.
- 58.03 Discuss how measures of association are used to illustrate the correlation between specific risk factors and the development of disease.
- 58.04 Calculate the measures of association used to assess risk in case control and cohort studies.
- 58.05 List and discuss the various components that may be involved in a public health intervention plan.
- 58.06 Determine the source of a mystery illness by examining evidence documents and data including laboratory results, imaging results, disease maps and molecular data.
- 58.07 Research local, national and global health issues and analyze how culture, geographic location and access to health care affect health and wellness.
- 58.08 Write a grant proposal outlining an intervention plan for a particular public health issue.
- 58.09 Present and defend the proposed intervention plan to a professional audience.

**The next three standards are optional in this program.**

59.0 Use modern molecular biology techniques to clone and transfer DNA–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.L.16.3, 5, 6, 7, 9, 12

- 59.01 Explain the structure and function of plasmids, and how they are used in genetic engineering.
- 59.02 Describe the role restriction enzymes and how they interact with plasmids.
- 59.03 Interpret plasmid maps to determine the results of specific digestions with restriction enzymes.
- 59.04 Explain how to assemble recombinant DNA and clone a gene of interest using bacterial cells.
- 59.05 Interpret gel electrophoresis results to determine the success of a cloning experiment.
- 59.06 Using the process of bacterial transformation, insert a new plasmid into bacterial cells.
- 59.07 Draw and label possible ligation products and describe digestion results for each product.

- 60.0 (Optional) Assuming the role of a medical expert, investigate a mysterious death using forensics autopsy techniques–The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.N.1.1

- 60.01 Describe observations of the internal and external anatomy of a fetal pig.
- 60.02 Evaluate a fetal pig for any abnormalities that may have led to the pig's death.
- 60.03 Complete an autopsy report for the fetal pig.
- 60.04 Solve the cause of death for a fetal pig by assuming the role of a forensic pathologist.
- 60.05 Design a fictitious death scenario using knowledge of the human body.
- 60.06 Create fictitious documents including an autopsy report and medical history to illustrate clues left behind in a dead body.
- 60.07 Research and reflect on the various biomedical careers involved in forensic pathology and describe two of these careers in detail.

- 61.0 (Optional) Students work independently in an area of interest in the biomedical sciences and outline milestones in a long-term open ended problem using skills learned throughout the program to complete the project–The student will be able to:

This standard supports the following Common Core State Standards and Next Generation Sunshine State Standards: MACC.912.S-IC.2; SC.912.N.1.1

- 61.01 Choose a topic and describe work previously completed pertaining to that topic.
- 61.02 Interpret charts, graphs, data sets and any other information related to the project.
- 61.03 Utilize time and project management skills to complete the approved project in the time allotted.
- 61.04 Apply skills and knowledge of researching a topic, evaluating information and decision making in order to complete the project.
- 61.05 Write a well-constructed final report describing the purpose, procedures and results of the project and present this information orally.
- 61.06 Create a final product related to the project.
- 61.07 Write a self analysis of what was learned during the project with a focus on whether things should have been done differently or not.
- 61.08 Prepare a portfolio of all artifacts related to the project in order to demonstrate the work progression.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Introduction to Health Science  
**Course Type:** Orientation/Exploratory  
**Career Cluster:** Health Science

<b>Secondary – Middle School</b>	
Course Number	8709350
CIP Number	148709350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
CTSO	HOSA
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### **Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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.

### **Laboratory Activities**

Laboratory activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

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

Health Occupations Students of America, Inc (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 individual educational plan (IEP) served in exceptional student education or 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.

### **Standards**

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

- 01.0 Demonstrate an understanding of the Therapeutic Services career pathway.
- 02.0 Demonstrate an understanding of the Diagnostics Services career pathway.
- 03.0 Demonstrate an understanding of the Health Informatics career pathway.
- 04.0 Demonstrate an understanding of the Support Services career pathway.
- 05.0 Demonstrate an understanding of the Biotechnology Research and Development career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Health Science career cluster.
- 08.0 Use information technology tools.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Introduction to Health Science  
**Course Number:** 8709350  
**Course Length:** Semester

**Course Description:**

Beginning with a broad overview of the Health Science career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Health Science career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

- 01.0 Demonstrate an understanding of the Therapeutic Services career pathway--The student will be able to:
- 01.01 Define and use proper terminology associated with the Therapeutic Services career pathway.
  - 01.02 Describe some of the careers available in the Therapeutic Services career pathway.
  - 01.03 Identify common characteristics of the careers in the Therapeutic Services career pathway.
  - 01.04 Research the history of the Therapeutic Services career pathway and describe how the associated careers have evolved and impacted society.
  - 01.05 Identify skills required to successfully enter any career in the Therapeutic Services career pathway.
  - 01.06 Describe technologies associated in careers within the Therapeutic Services career pathway.
- 02.0 Demonstrate an understanding of the Diagnostic Services career pathway--The student will be able to:
- 02.01 Define and use proper terminology associated with the Diagnostic Services career pathway.
  - 02.02 Describe some of the careers available in the Diagnostic Services career pathway.
  - 02.03 Identify common characteristics of the careers in the Diagnostic Services career pathway.
  - 02.04 Research the history of the Diagnostic Services career pathway and describe how the careers have evolved and impacted society.
  - 02.05 Identify skills required to successfully enter any career in the Diagnostic Services career pathway.
  - 02.06 Describe technologies associated in careers within the Diagnostic Services career pathway.
- 03.0 Demonstrate an understanding of the Health Informatics career pathway--The student will be able to:

- 03.01 Define and use proper terminology associated with the Health Informatics career pathway.
  - 03.02 Describe some of the careers available in the Health Informatics career pathway.
  - 03.03 Identify common characteristics of the careers in the Health Informatics career pathway.
  - 03.04 Research the history of the Health Informatics career pathway and describe how the careers have evolved and impacted society.
  - 03.05 Identify skills required to successfully enter any career in the Health Informatics career pathway.
  - 03.06 Describe technologies associated in careers within the Health Informatics career pathway.
- 04.0 Demonstrate an understanding of the Support Services career pathway--The student will be able to:
- 04.01 Define and use proper terminology associated with the Support Services career pathway.
  - 04.02 Describe some of the careers available in the Support Services career pathway.
  - 04.03 Identify common characteristics of the careers in the Support Services career pathway.
  - 04.04 Research the history of the Support Services career pathway and describe how the careers have evolved and impacted society.
  - 04.05 Identify skills required to successfully enter any career in the Support Services career pathway.
  - 04.06 Describe technologies associated in careers within the Support Services career pathway.
- 05.0 Demonstrate an understanding of the Biotechnology Research and Development career pathway--The student will be able to:
- 05.01 Define and use proper terminology associated with the Biotechnology Research and Development career pathway.
  - 05.02 Describe some of the careers available in the Biotechnology Research and Development career pathway.
  - 05.03 Identify common characteristics of the careers in the Biotechnology Research and Development career pathway.
  - 05.04 Research the history of the Biotechnology Research and Development career pathway and describe how the careers have evolved and impacted society.
  - 05.05 Identify skills required to successfully enter any career in the Biotechnology Research and Development career pathway.
  - 05.06 Describe technologies associated in careers within the Biotechnology Research and Development career pathway.
- 07.0 Apply leadership and communication skills--The student will be able to:
- 07.01 Discuss the establishment and history of the HOSA organization.
  - 07.02 Identify the characteristics and responsibilities of organizational leaders.
  - 07.03 Demonstrate parliamentary procedure skills during a meeting.
  - 07.04 Participate on a committee which has an assigned task and report to the class.
  - 07.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

- 07.06 Use a computer to assist in the completion of a project related to the Health Science career cluster.
- 08.0 Describe how information technology is used in the Health Science career cluster–The student will be able to:
  - 08.01 Identify information technology (IT) careers in the Health Science career cluster, including the responsibilities, tasks and skills they require.
  - 08.02 Relate information technology project management concepts and terms to careers in the Health Science career cluster.
  - 08.03 Manage information technology components typically used in professions of the Health Science career cluster.
  - 08.04 Identify security-related ethical and legal IT issues faced by professionals in the Health Science career cluster.
- 09.0 Use information technology tools–The student will be able to:
  - 09.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Health Science career cluster.
  - 09.02 Use e-mail clients to send simple messages and files to other Internet users.
  - 09.03 Demonstrate ways to communicate effectively using Internet technology.
  - 09.04 Use different types of web search engines effectively to locate information relevant to the Health Science career cluster.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Introduction to Health Science and Career Planning  
**Course Type:** Orientation/Exploratory  
**Career Cluster:** Health Science

Secondary – Middle School	
Course Number	8709360
CIP Number	148709360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	ANY HEALTH OCCUP G *( <a href="#">See DOE approved list</a> )
CTSO	HOSA
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

### **Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Health Science career cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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.

### **Laboratory Activities**

Laboratory activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

### **Career Planning**

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES

or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

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

Health Occupations Students of America, Inc (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 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 individual educational plan (IEP) served in exceptional student education or 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.

### **Standards**

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

- 01.0 Demonstrate an understanding of the Therapeutic Services career pathway.
- 02.0 Demonstrate an understanding of the Diagnostics Services career pathway.
- 03.0 Demonstrate an understanding of the Health Informatics career pathway.
- 04.0 Demonstrate an understanding of the Support Services career pathway.
- 05.0 Demonstrate an understanding of the Biotechnology Research and Development career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Health Science career cluster.
- 08.0 Use information technology tools.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Introduction to Health Science  
**Course Number:** 8709350  
**Course Length:** Semester

**Course Description:**

Beginning with a broad overview of the Health Science career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Health Science career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

- 01.0 Demonstrate an understanding of the Therapeutic Services career pathway--The student will be able to:
- 01.01 Define and use proper terminology associated with the Therapeutic Services career pathway.
  - 01.02 Describe some of the careers available in the Therapeutic Services career pathway.
  - 01.03 Identify common characteristics of the careers in the Therapeutic Services career pathway.
  - 01.04 Research the history of the Therapeutic Services career pathway and describe how the associated careers have evolved and impacted society.
  - 01.05 Identify skills required to successfully enter any career in the Therapeutic Services career pathway.
  - 01.06 Describe technologies associated in careers within the Therapeutic Services career pathway.
- 02.0 Demonstrate an understanding of the Diagnostic Services career pathway--The student will be able to:
- 02.01 Define and use proper terminology associated with the Diagnostic Services career pathway.
  - 02.02 Describe some of the careers available in the Diagnostic Services career pathway.
  - 02.03 Identify common characteristics of the careers in the Diagnostic Services career pathway.
  - 02.04 Research the history of the Diagnostic Services career pathway and describe how the careers have evolved and impacted society.
  - 02.05 Identify skills required to successfully enter any career in the Diagnostic Services career pathway.
  - 02.06 Describe technologies associated in careers within the Diagnostic Services career pathway.
- 03.0 Demonstrate an understanding of the Health Informatics career pathway--The student will be able to:

- 03.01 Define and use proper terminology associated with the Health Informatics career pathway.
  - 03.02 Describe some of the careers available in the Health Informatics career pathway.
  - 03.03 Identify common characteristics of the careers in the Health Informatics career pathway.
  - 03.04 Research the history of the Health Informatics career pathway and describe how the careers have evolved and impacted society.
  - 03.05 Identify skills required to successfully enter any career in the Health Informatics career pathway.
  - 03.06 Describe technologies associated in careers within the Health Informatics career pathway.
- 04.0 Demonstrate an understanding of the Support Services career pathway--The student will be able to:
- 04.01 Define and use proper terminology associated with the Support Services career pathway.
  - 04.02 Describe some of the careers available in the Support Services career pathway.
  - 04.03 Identify common characteristics of the careers in the Support Services career pathway.
  - 04.04 Research the history of the Support Services career pathway and describe how the careers have evolved and impacted society.
  - 04.05 Identify skills required to successfully enter any career in the Support Services career pathway.
  - 04.06 Describe technologies associated in careers within the Support Services career pathway.
- 05.0 Demonstrate an understanding of the Biotechnology Research and Development career pathway--The student will be able to:
- 05.01 Define and use proper terminology associated with the Biotechnology Research and Development career pathway.
  - 05.02 Describe some of the careers available in the Biotechnology Research and Development career pathway.
  - 05.03 Identify common characteristics of the careers in the Biotechnology Research and Development career pathway.
  - 05.04 Research the history of the Biotechnology Research and Development career pathway and describe how the careers have evolved and impacted society.
  - 05.05 Identify skills required to successfully enter any career in the Biotechnology Research and Development career pathway.
  - 05.06 Describe technologies associated in careers within the Biotechnology Research and Development career pathway.
- 06.0 Apply leadership and communication skills--The student will be able to:
- 06.01 Discuss the establishment and history of the HOSA organization.
  - 06.02 Identify the characteristics and responsibilities of organizational leaders.
  - 06.03 Demonstrate parliamentary procedure skills during a meeting.
  - 06.04 Participate on a committee which has an assigned task and report to the class.
  - 06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.



- 06.06 Use a computer to assist in the completion of a project related to the Health Science career cluster.
- 07.0 Describe how information technology is used in the Health Science career cluster–The student will be able to:
  - 07.01 Identify information technology (IT) careers in the Health Science career cluster, including the responsibilities, tasks and skills they require.
  - 07.02 Relate information technology project management concepts and terms to careers in the Health Science career cluster.
  - 07.03 Manage information technology components typically used in professions of the Health Science career cluster.
  - 07.04 Identify security-related ethical and legal IT issues faced by professionals in the Health Science career cluster.
- 08.0 Use information technology tools–The student will be able to:
  - 08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Health Science career cluster.
  - 08.02 Use e-mail clients to send simple messages and files to other Internet users.
  - 08.03 Demonstrate ways to communicate effectively using Internet technology.
  - 08.04 Use different types of web search engines effectively to locate information relevant to the Health Science career cluster.

**Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.**

The student will be able to:

- 09.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 10.0 Develop skills to locate, evaluate, and interpret career information.
- 11.0 Identify and demonstrate processes for making short and long term goals.
- 12.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.
- 13.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 14.0 Identify a career cluster and related pathways that match career and education goals.
- 15.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 16.0 Demonstrate knowledge of technology and its application in career fields/clusters.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**       **Massage Therapy**  
**Program Type:**       **Career Preparatory**  
**Career Cluster:**      **Health Science**

<b>PSAV</b>	
Program Number	H120405
CIP Number	0351350100
Grade Level	30, 31
Standard Length	750 hours
Teacher Certification	MASSAGE TH 7 G MASSEUR @7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9011 Massage Therapists 31-9099 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics:       9 Language:           10 Reading:            10

### **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 program is designed to prepare students for employment as Florida licensed massage therapists, all other service workers. SOC Code 31-9011-(Massage Therapists) The program

must be approved by the Florida Department of Health, Board of Massage Therapy so that the graduates may take the board approved examination to practice as massage therapists. 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.

The content includes but is not limited to the theory and practice of massage, theory and practice of hydrotherapy, hygiene, practice demonstration, human anatomy and physiology, legal aspects of massage practice, allied modalities, leadership and human relations skills, health and safety, CPR, and employability skills. Colonic irrigation is optional post initial licensure.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	MSS0205	Massage Therapist 1	360 hours	31-9011
	MSS0206	Massage Therapist 2	300 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Colonic irrigation instruction is optional post initial licensure. If such instruction is provided, it must meet minimum standards as provided per Board rule 64B7-32.005.

After completion of this program students will be eligible to make an application to take the licensure examination approved by the Board of Massage Therapy.

Contact: Department of Health  
 Board of Massage Therapy  
 4052 Bald Cypress Way  
 Bin # CO6  
 Tallahassee, FL 32399 850/488-0595

Following the successful completion of the core the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

Course of Study Classroom Hours as stated in F.A.C. 64B7-32.003 -

Anatomy and Physiology	150
Basic Massage Theory and History	100
Clinical Practicum	125
Allied Modalities	76
Business	15
Theory and Practice of Hydrotherapy	15
Florida Laws and Rules (Chapters 456 and 480, F.S. and Chapter 64B7, F.A.C.)	10
Professional Ethics	4
HIV/AIDS Education	3
Medical Errors	2

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

**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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Exhibit an understanding of the principles of the theories of therapeutic massage and demonstrate the proper techniques of massage manipulations.

- 18.0 Exhibit an understanding of the principles of the theory of hydrotherapy and use hydrotherapy modalities.
- 19.0 Demonstrate safety and health practices that are conducive to the hygiene of massage therapist and the client/patient.
- 20.0 Demonstrate knowledge of the Florida Massage Practice Act and the rules of the Board of Massage Therapy (Chapter 480, F.S., Chapter 456 F.S., and Chapter 64B7).
- 21.0 Explain the use of allied studies related to massage therapy.
- 22.0 Demonstrate an understanding of human anatomy and physiology as related to the practice of massage therapy.
- 23.0 Demonstrate knowledge of basic business practices and standards.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:            Massage Therapy**  
**PSAV Number:            H120405**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Healthcare Support Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.



- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: MSS0205****Occupational Completion Point: B****Massage Therapist 1 – 360 Hours – SOC Code 31-9011**

- 17.0 Exhibit an understanding of the principles of the theories of therapeutic massage and demonstrate the proper techniques of massage manipulations--The student will be able to:
- 17.01 Discuss the history of massage therapy and historical practitioners.
  - 17.02 Explain the physiological effects of massage therapy.
  - 17.03 Perform the various manipulations.
  - 17.04 Discuss the effects and usage of lubricants in massage therapy and apply appropriately.
  - 17.05 Demonstrate an understanding of assessment indications and contraindications of massage therapy and various pathological conditions.
  - 17.06 Interview the client/patient to ascertain his/her indications and/or contraindications for therapy.
  - 17.07 Operate specific massage therapy equipment.
  - 17.08 Practice proper body mechanics.
  - 17.09 Perform proper client/patient draping techniques.

- 18.0 Exhibit an understanding of the principles of the theory of hydrotherapy and use hydrotherapy modalities--The student will be able to:
- 18.01 Interview the clients/patients to ascertain their indications and/or contraindications for therapy.
  - 18.02 Perform hydrotherapy services such as thermal and cryotherapy.
  - 18.03 Demonstrate knowledge of accepted temperature and time standards for each hydrotherapy technique.
- 19.0 Demonstrate safety and health practices that are conducive to the hygiene of massage therapist and the client/patient--The student will be able to:
- 19.01 Explain the ways a facility should be planned and maintained to promote health and safety.
  - 19.02 Demonstrate proper client/patient positioning, support, draping techniques.
  - 19.03 Outline practices conducive to personal health, appearance and cleanliness.
  - 19.04 List and explain measures conducive to eliminating medical errors.

**Course Number: MSS0205**  
**Occupational Completion Point: B**  
**Massage Therapist 2 – 300 Hours – SOC Code 31-9011**

- 20.0 Demonstrate knowledge of the statutes and rules of Florida massage practice act and the rules of the fl board of massage therapy (Chapter 480, F.S.; Chapter 64b7). – The student will be able to:
- 20.01 State the purpose of the Massage Practice Act.
  - 20.02 State the qualifications necessary for licensure and renewal of license.
  - 20.03 State the function of the Board of Massage Therapy and the Department of Health.
  - 20.04 State the conditions necessary for acceptance for examination by the Board.
  - 20.05 State the requirements for massage therapy establishments and their inspection.
  - 20.06 Understand the grounds for which disciplinary actions may be taken by the Board of Massage Therapy.
  - 20.07 Define the terms: Board, Department, Massage Therapist, Apprentice, Inactive Licensure, Establishment and Licensure.
- 21.0 Explain the use of allied studies related to massage therapy. –The student will be able to:
- 21.01 Identify various modalities utilized within the scope of practice of massage therapy.
  - 21.02 Identify related modalities outside the scope of massage therapy for the purposes of referral.
  - 21.03 Educate clients/patients in the use of various self care techniques and applications such as applying ice, heat and stretching.
- 22.0 Demonstrate an understanding of human anatomy and physiology as related to the practice of massage therapy. – The student will be able to:

- 22.01 Explain the structure and function of all the body systems, organs, tissues and cells with emphasis on origins, insertions and actions of muscles.
  - 22.02 Explain the concept of homeostasis and how it relates to massage therapy and its modalities.
  - 22.03 Explain the effects on the human body of massage, hydrotherapy, and various modalities.
  - 22.04 Demonstrate knowledge and use of appropriate medical terminology in the field of massage therapy.
- 23.0 Demonstrate knowledge of basic business practices and standards.--The student will be able to:
- 23.01 Define basic business practices and standards.
  - 23.02 List the advantages and disadvantages of business ownership.
  - 23.03 Identify the necessary personal characteristics of a successful entrepreneur.
  - 23.04 Identify the business skills needed to operate a small business efficiently and effectively.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Laboratory Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170103
CIP Number	0351060300
Grade Level	30, 31
Standard Length	2040 Hours
Teacher Certification	DENTAL TEC \$7 \$G DEN LABTEC @7 G
CTSO	HOSA
SOC Codes (all applicable)	51-9081.00 Dental Laboratory Technicians 31-9099.00 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

### **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 program is designed to prepare students for entry level employment as dental laboratory technicians SOC code 51-9081, denture technicians crown & bridge technicians, ceramic &



technicians or to provide supplemental training for persons previously or currently employed in this occupation. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level

The content of the program includes, but is not limited to, general studies, physical sciences, dental sciences, and dental laboratory techniques.

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.

### **Program Structure**

This program is a planned sequence of instruction consisting of 6 occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	DEA0705	Denture Technician 1	345 hours	31-9099
	DEA0713	Denture Technician 2	345 hours	
C	DEA0706	Advanced Denture Technician	375 hours	31-9099
D	DEA0709	Crown And Bridge Technician	370 hours	31-9099
E	DEA0710	Ceramic Technician	245 hours	31-9099
F	DEA0005	Dental Laboratory Technician	270 hours	51-9081

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory activities are integrated with the didactic portion of this program. Students perform representative tasks in the manufacture of custom made dental devices and become involved in

the dental health team through first hand observation in clinical procedures as they relate to laboratory techniques.

### **Special Notes**

The program should meet the requirements of the Commission on Dental Accreditation of the American Dental Association. Students should be prepared to take the recognized graduate examination offered by the National Board For Certification in Dental Laboratory technology, Inc.

Dental Laboratory Technician And Management – Students receive an Associate in Science degree upon successful completion of the program and are prepared to take the recognized graduate examination offered by the National Board of Certification for Dental Laboratory Technicians.

Dental Laboratory Technicians will complete the certificate program and be prepared to take the recognized graduate examination offered by the National Board of Certificate for Dental Laboratory Technicians.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The standard length of the program is 2040 clock hours which includes 90 clock hours for the Health Science Core.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program.

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

Health Occupations Students of America, (HOSA) Inc., is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general

knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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

Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Identify the anatomic structure and function of body systems in relation to prosthetic services performed by the dental laboratory technician.
- 18.0 Practice quality assurance, safety and infection control.
- 19.0 Adhere to legal and ethical principles related to the practice of dental laboratory technology.
- 20.0 Demonstrate knowledge of effective business management techniques.
- 21.0 Demonstrate knowledge of dental sciences.

- 22.0 Dental Materials II: Demonstrate knowledge of physical and mechanical properties of metals and alloys.
- 23.0 Complete Dentures: Manufacture various methods of complete denture construction.
- 24.0 Practical Cases I: Manufacture complete denture construction on practical work received from dental clinic.
- 25.0 Removable Partial Dentures: Manufacture and identify components of a removable partial denture.
- 26.0 Orthodontic/Pedodontic Appliances: Manufacture orthodontic and pedodontic appliances.
- 27.0 Fixed Prosthodontics: Demonstrate knowledge and skills required to manufacture single and multi unit restorations.
- 28.0 Occlusion: Perform basic occlusion, determinants of occlusal morphology and physiology of mandibular movements.
- 29.0 Practical Cases II: Manufacture restorations in the student's specialty for patients who receive treatment at the dental research clinic.
- 30.0 Dental Ceramics: Demonstrate knowledge of basic concepts of porcelain-fused-to-metal techniques.
- 31.0 Specialization Removable Appliances: Demonstrate their skills in removable dentures on specific projects.
- 32.0 Specialization In Fixed Appliances: Perform select proficiency in fixed restorative techniques in chosen areas of specialization.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Dental Laboratory Technology**  
**PSAV Number: H170103**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors. Explain basic concepts of positive self image, wellness and stress.
  - 04.06 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.07 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.08 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.



- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: DEA0705****Occupational Completion Point: B****Denture Technician 1 – 345 Hours – SOC Code 31-9099**

Denture Technician: Completion of this module and intended outcomes (17-24 / prepares students for the occupation of OCP-B Denture Technician

- 17.0 Identify the anatomic structure and function of body systems in relation to prosthetic services performed by the dental laboratory technician.--The student will be able to:
- 17.01 Identify structures and functions of head and neck anatomy.
  - 17.02 Identify embryonic development of head, oral cavity and individual teeth.
  - 17.03 Identify each tooth and its landmarks.
- 18.0 Practice quality assurance, safety and infection control.--The student will be able to:
- 18.01 Practice safety in accordance with institutional policy.
  - 18.02 Identify documentation procedures necessary to comply with state laws.

- 18.03 Demonstrate knowledge of the dental laboratory technician's role in providing quality assurance in laboratory procedures, reporting, and use and maintenance of equipment.
  - 18.04 Use appropriate dental terminology and abbreviations.
  - 18.05 Demonstrate knowledge, principles, and methods of disease transmission and prevention as related to dental prostheses.
  - 18.06 Demonstrate knowledge of infection control in dental laboratories in accordance with Center for Disease Control (CDC)/OSHA guidelines.
  - 18.07 Implement appropriate Joint Commission patient safety goals.
- 19.0 Adhere to legal and ethical principles related to the practice of dental laboratory technology.--The student will be able to:
- 19.01 Demonstrate knowledge of the importance of observing the doctor/technician relationship.
  - 19.02 Demonstrate knowledge of state law governing the practice of Dental Laboratory Technology.
- 20.0 Demonstrate knowledge of effective business management techniques.--The student will be able to:
- 20.01 Demonstrate knowledge and use of an office/laboratory procedure manual.
  - 20.02 Demonstrate knowledge and use of business finance and operating expenses.
  - 20.03 Demonstrate knowledge of pay scale and benefit program for employees and a bookkeeping system.
  - 20.04 Demonstrate knowledge of tax forms, payroll records, insurance needs and inventory needs.
  - 20.05 Demonstrate knowledge of employee hiring orientation.
  - 20.06 Demonstrate knowledge of computer applications in the dental laboratory.

**Course Number: DEA0713**  
**Occupational Completion Point: B**  
**Denture Technician 2 – 345 Hours – SOC Code 31-9099**

- 21.0 Demonstrate knowledge of dental sciences--The student will be able to:
- 21.01 Demonstrate knowledge of physical properties, use and manipulation of dental materials.
  - 21.02 Demonstrate knowledge of the dynamics of occlusion.
  - 21.03 Demonstrate problem-solving skills as related to dental materials.
- 22.0 Dental Materials II: Demonstrate knowledge of physical and mechanical properties of metals and alloys.--The student will be able to:
- 22.01 Identify how dental materials are affected by changes in the physical and mechanical properties of the materials.
  - 22.02 List characteristics of a metal.
  - 22.03 Identify the mechanical properties of cast alloys and cold worked metal, strain hardening, recrystallization, and grain growth.
  - 22.04 Identify the metals and percentages in all types of dental casting gold alloys and how different alloys of dental gold casting affect the dental restorations.

- 22.05 Identify heat treatment techniques for dental casting gold alloys.
  - 22.06 List the types, composition and uses of dental solders/
  - 22.07 Identify composition and uses of dental fluxes and pickling agents.
  - 22.08 Identify composition, physical and mechanical properties and heat treatment techniques for base metal alloys, chrome cobalt and nickel chrome.
  - 22.09 Identify types of bores used in dentistry and the mechanics of cutting.
  - 22.10 Identify abrasion and polishing dentifrices used in the dental lab and how each affects the dental restoration.
- 23.0 Complete Dentures: Manufacture various methods of complete denture construction.--  
The student will be able to:
- 23.01 Make casts by pouring all types of impression material to include dentulous and edentulous impressions.
  - 23.02 Construct base plates by either the sprinkle method, roll on techniques and vacuum press matching.
  - 23.03 Construct wax occlusion rims to exact specifications.
  - 23.04 Articulate cast upon which complete dentures are to be made on 1 plain line and semi adjustable articulators.
  - 23.05 Set-up and wax-up complete upper and lower dentures.
  - 23.06 Manufacture temporary all-acrylic removable partial dentures.
  - 23.07 Repair any and all types of dentures.
  - 23.08 Manufacture immediate complete dentures.
  - 23.09 Relining complete dentures (upper and lower).
  - 23.10 Perform selective milling grinding in the finishing of complete dentures.
- 24.0 Practical Cases I: Manufacture complete denture construction on practical work received from dental clinic. --The student will be able to:
- 24.01 Make stone or plastic casts by pouring all types of impressions, both dentulous and semi-edentulous impressions, be it alginate, rubber base or silicone.
  - 24.02 Construct an acrylic or shellac base plate and stabilized tray if so ordered on the prescription by the doctor.
  - 24.03 Construct wax occlusal rim to exact measurements.
  - 24.04 Be able to articulate casts on a plain line or semi-adjustable articulator.
  - 24.05 Set-up and wax-up cases.
  - 24.06 Invest, pack, cure, deflask, finish, and polish.
  - 24.07 Repair dentures, flange, adding teeth or clasp if needed to denture.
  - 24.08 Reline any upper or lower denture.

**Course Number: DEA0706**

**Occupational Completion Point: C**

**Advanced Denture Technician – 375 Hours – SOC Code 31-9099**

Advanced Denture Technician: Completion of this module and intended outcomes (25-26) OCP-C) prepares students for the occupation of Advanced Denture Technician.

- 25.0 Removable Partial Dentures: Manufacture and identify components of a removable partial denture. --The student will be able to:

- 25.01 Survey and design maxillary and mandibular removable partial denture framework.
- 25.02 Block out and duplicate master cast.
- 25.03 Identify, explain, and use a variety of clasps.
- 25.04 Wax-up, sprue, invest, burnout and cast precious and non-precious alloy frames.
- 25.05 Finish and polish metal frames and arrange artificial teeth.
- 25.06 Bounding of wrought wire and perform various repairs.

26.0 Orthodontic/Pedodontic Appliances: Manufacture orthodontic and pedodontic appliances. --The student will be able to:

- 26.01 Identify and describe various types of malocclusion as presented in the course.
- 26.02 Identify and know the treatment objectives of the orthodontic appliances presented in the course.
- 26.03 Interpret work authorization for orthodontic appliances.
- 26.04 Complete the assigned laboratory exercises in the course to the standard of clinically acceptable quality.

**Course Number: DEA0709**

**Occupational Completion Point: D**

**Crown and Bridge Technician – 370 Hours – SOC Code 31-9099**

Crown & Bridge Technician: Completion of this module and intended outcomes (27-29 OCP-D) prepares students for the occupation of Crown and Bridge Technician.

27.0 Fixed Prosthodontics: Demonstrate knowledge and skills required to manufacture single and multi unit restorations. --The student will be able to:

- 27.01 Pour impression to make casts with removable dies.
- 27.02 Prepare dies for waxing.
- 27.03 Manufacture wax patterns for inlays, onlays, 3/5 crowns, and full crowns.
- 27.04 Demonstrate proper techniques in spruing, investing and casting
- 27.05 Finish all metal cast restorations.
- 27.06 Demonstrate proper and accurate soldering skills.
- 27.07 Apply an acrylic veneer to a crown and finish in an acceptable manner.
- 27.08 Construct a two-piece post crown.
- 27.09 Construct an all metal, lower posterior, three-unit bridge.

28.0 Occlusion: Perform basic occlusion, determinants of occlusal morphology and physiology of mandibular movements. --The student will be able to:

- 28.01 Identify fundamental occlusion patterning associated with the basic mandibular positions.
- 28.02 Dr's Angle's occlusal classifications.
- 28.03 Cusp types from the functional point of view.
- 28.04 Identify the incisal edges and cusps tips of maxillary teeth to mandibular teeth in centric occlusion.
- 28.05 Correlation of maxillary and mandibular cusps.
- 28.06 Mandibular movements.
- 28.07 Function occlusion.

29.0 Practical Cases II: Manufacture restorations in the students specialty for patients who receive treatment at the dental research clinic.--The student will be able to:

- 29.01 Complete denture set-up, wax-up and finish.
- 29.02 Perform basic complete denture relines.
- 29.03 Demonstrate knowledge of denture repairs.
- 29.04 Removable partial denture wax-up, casting and finish.
- 29.05 Manufacture a Hawley appliance.
- 29.06 Manufacture space maintainer.
- 29.07 Cast restorations to include: inlay, full crown, acrylic, veneer crown, PFM restoration.

**Course Number: DEA0710**

**Occupational Completion Point: E**

**Ceramic Technician – 245 Hours – SOC Code 31-9099**

Ceramic Technician: Completion of this module and intended outcomes (30 OCP-E) prepares students for the occupation of Ceramic Technician

30.0 Dental Ceramics: Demonstrate knowledge of basic concepts of porcelain-fused-to-metal techniques.--The student will be able to:

- 30.01 Describe the components of dental porcelain.
- 30.02 Describe the early porcelain-fused-to-metal systems.
- 30.03 Identify various alloys used in the fabrication of PFM restorations.
- 30.04 Identify and explain the uses of opaque, body, incisal, modifier, glaze and stain porcelains.
- 30.05 Demonstrate proper metal design for individual and multiple-unit PFM restorations.
- 30.06 Demonstrate proper spruing, investing, burnout, casting and metal finishing techniques.
- 30.07 Describe the concept of degassing and metal porcelain bonding.
- 30.08 Demonstrate approved techniques for opaque, body and incisal porcelain application.
- 30.09 Identify various porcelain firing cycles.
- 30.10 Demonstrate approved techniques for contouring and glazing porcelain.
- 30.11 Describe the basic concepts of staining, the color wheel and hue, chroma and value.
- 30.12 Demonstrate and understanding of porcelain furnace calibration and maintenance.

**Course Number: DEA0005**

**Occupational Completion Point: F**

**Dental Laboratory Technician – 270 Hours – SOC code 51-9081**

Dental Laboratory Technician: Completion of this module and intended outcomes (31-32 / OCP-F) prepares students for the occupation of Dental Laboratory Technician

31.0 Specialization Removable Appliances: Demonstrate their skills in removable dentures on specific projects.--The student will be able to:

- 31.01 Survey and design a maxillary and mandibular removable partial denture.
  - 31.02 Identify and explain the use of wax in a wide variety of clasps.
  - 31.03 Duplicate master casts.
  - 31.04 Sprue and invest waxed partial denture castings.
  - 31.05 Finish and polish a removable partial denture casting.
- 32.0 Specialization In Fixed Appliances: Perform select proficiency in fixed restorative techniques in chosen areas of specialization.--The student will be able to:
- 32.01 Manufacture fixed restorations more quickly and with increased skill.
  - 32.02 Demonstrate in thorough understanding of the procedures involved in the fabrication of fixed restorations.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Assisting  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170104
CIP Number	0351060107
Grade Level	30, 31
Standard Length	1230 hours
Teacher Certification	DENTAL HYG @7 DENTL ASST @7 G DENTAL TEC \$7 \$G
CTSO	HOSA
SOC Codes (all applicable)	31-9091 Dental Assistants 31-9099 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### 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 program is designed to prepare students for employment as dental assistants (SOC code 31-9091) and to take the Dental Assisting National Board Examination. The program should meet the requirements of the Commission on Dental Accreditation of the American Dental Association and standards recommended by the Florida Board of Dentistry.

Dental assisting programs accredited by the American Dental Association Council on Dental Accreditation are required to implement enrollment and admissions criteria that include a high school diploma, its equivalent, or an advanced degree.

The content includes, but is not limited to, dental office and patient management, basic dental laboratory procedures, dental and general anatomy, dental terminology, nutrition, dental instrument and equipment utilization, microbiology, dental pharmacology and anesthesia, chairside assisting and expanded functions, dental office emergencies/CPR, dental radiography, maintenance and asepsis of dental operator and instrumentation, dental specialty procedures, employability skills, leadership and human relations skills, ethics and jurisprudence, dental materials and preventive dentistry.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### Program Structure

This program is a planned sequence of instruction consisting of 3 occupational completion points.

When the recommended sequence is followed, the structure will allow students to complete specified portions of the program for employment or remain for advanced training.

This program meets the goals of TECH PREP and is based on the model developed by the Allied Health Articulation Task Force.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	DEA0720	Dental Sterile Technician	160 hours	31-9099
C	DEA0721	Dental Assistant 1	215 hours	31-9091
	DEA0722	Dental Assistant 2	315 hours	
	DEA0723	Dental Assistant 3	450 hours	

## **Laboratory and Clinical Activities**

Laboratory activities are an integral part of this program and are integrated with the didactic portion of the program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Field Internship Activities: Clinical experiences are integrated with the didactic portion of this program. Clinical experience assisting a dentist must be an integral part of the educational program designed to perfect students' competence in performing dental assisting functions, rather than to provide basic instruction. The major portion of the students' time in clinical assignments must be spent assisting with or participating in patient care. Prior to clinical assignments, students demonstrate minimum competence in performing the procedures which they will be expected to perform in their clinical experience.

## **Special Notes**

This program should meet the most current edition of the American Dental Association Accreditation Standards for Dental Assisting Education Programs (c.1992). For further information, contact: American Dental Association Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, Illinois 60611.  
<http://www.ada.org/prof/ed/accred/standards/index.asp>

For Florida information contact the Florida Agency for Health Care Administration (AHCA), Division of Health Quality Assurance, Board of Dentistry, 4052 Bald Cypress Way, Tallahassee, FL 32399, 850/245-4161.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Demonstrate basic math and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Use dental terminology.
- 18.0 Describe the legal and ethical responsibilities of the dental health care worker.
- 19.0 Identify structures and explain functions and pathologies of dental and head and neck anatomy.

- 20.0 Identify principles of microbiology and disease prevention and perform infection control procedures.
- 21.0 Identify, describe, maintain and utilize dental instruments and equipment.
- 22.0 Record patient assessment and treatment data.
- 23.0 Describe principles and perform techniques of preventive dentistry.
- 24.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry.
- 25.0 Identify properties and uses, and manipulate dental materials.
- 26.0 Identify and perform standard dental film, digital and carpal radiographic procedures.
- 27.0 Describe functions of the dental business office and perform dental business office procedures.
- 28.0 Perform chairside assisting for general dentistry and specialty procedures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Dental Assisting**  
**PSAV Number: H170104**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

01.0 Demonstrate knowledge of the health care delivery system and health occupations – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.



- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills – The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: DEA0720****Occupational Completion Point: B****Dental Sterile Technician – 160 Hours – SOC Code 31-9099**

- 17.0 Use dental terminology -- The student will be able to:
- 17.01 Identify and define common dental terms.
  - 17.02 Demonstrate the use of proper dental terminology in the dental environment.
- 18.0 Describe the legal and ethical responsibilities of the dental health care worker -- The student will be able to:
- 18.01 Define commonly used legal vocabulary relating to dentistry.
  - 18.02 Describe ethical considerations/obligations in the dental team-patient relationship.
  - 18.03 Explain risk management.
  - 18.04 Identify areas of Florida Statute 466 and Rule 64B5-16 FAC applicable to practice by the dental health workers.
  - 18.05 Implement appropriate The Joint Commission patient safety goals.

- 19.0 Identify structures and explain functions and pathologies of dental and general head and neck anatomy -- The student will be able to:
- 19.01 Identify structures and functions of head and neck anatomy including bones, muscles, sinuses, salivary glands, nerves and blood vessels.
  - 19.02 Identify embryonic development of head, oral cavity, and teeth.
  - 19.03 Identify teeth and their landmarks.
  - 19.04 Describe the histological components of the head, oral cavity, and elements of the teeth and supporting structures.
  - 19.05 Recognize and describe oral pathological conditions.
- 20.0 Identify principles of microbiology and disease prevention and perform infection control procedures -- The student will be able to:
- 20.01 Differentiate between pathogenic and non-pathogenic microorganisms.
  - 20.02 Describe pathogens and modes of disease transmission.
  - 20.03 Differentiate between aseptic and non-aseptic environments.
  - 20.04 Perform aseptic handwashing technique.
  - 20.05 Describe and apply methods of cleaning, disinfection and sterilization.
  - 20.06 Identify chemicals and their uses for controlling the spread of disease in the dental environment
  - 20.07 Identify and practice the current CDC guidelines for infection control in dental healthcare settings.
  - 20.08 Describe the duties of the dental office safety coordinator
  - 20.09 Identify areas of the OSHA Bloodborne Pathogens Standard (29CFR-1910.1030) applicable to the dental office environment
- 21.0 Identify, describe, maintain and utilize dental instruments and equipment.--The student will be able to:
- 21.01 Identify various types, functions and operations of dental operator and laboratory equipment.
  - 21.02 Identify types and functions of operative, restorative, surgical, prosthodontic, orthodontic and endodontic dental instruments.
  - 21.03 Maintain dental operator equipment and instruments.
  - 21.04 Identify types and functions of specific dental hygiene instruments with emphasis on category rather than individual instruments.

**Course Number: DEA0721**  
**Occupational Completion Point: C**  
**Dental Assistant 1 – 215 Hours – SOC Code 31-9091**

- 22.0 Record patient assessment and treatment data -- The student will be able to:
- 22.01 Take and record medical-dental histories.
  - 22.02 Record assessment of existing oral conditions.
  - 22.03 Record conditions diagnosed by the dentist.
  - 22.04 Record treatment-related data on the patient's clinical record
  - 22.05 Record treatment plan and treatment in patient's chart

- 23.0 Describe principles and perform techniques of preventive dentistry -- The student will be able to:
- 23.01 Identify and instruct patients on applicable methods of preventive dentistry.
  - 23.02 Prepare, set up for oral prophylaxis, and apply anticariogenic treatments.
  - 23.03 Identify the elements of nutrition, basic food groups, and acceptable diets.
  - 23.04 Identify dietary deficiencies and dietary practices that contribute to the manifestation of symptoms in the oral cavity.
- 24.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry -- The student will be able to:
- 24.01 Identify drug requirements, agencies, and regulations.
  - 24.02 Record a drug prescription in a patient's chart.
  - 24.03 Identify drug actions, side effects, indications and contraindications; verify with Physician's Desk Reference or its equivalent.
  - 24.04 Identify common drugs used in dentistry.
  - 24.05 Prepare and apply topical anesthetic agent.
  - 24.06 Identify properties of anesthetics.
  - 24.07 Prepare syringes for the administration of local anesthetics.
  - 24.08 Monitor and identify precautions in the use of nitrous oxide-oxygen conscious sedation.
  - 24.09 Identify drugs and agents used for treating dental-related infection
  - 24.10 Describe dental office emergencies and their prevention

**Course Number: DEA0722**

**Occupational Completion Point: C**

**Dental Assistant 2 – 315 Hours – SOC Code 31-9091**

- 25.0 Identify properties and uses, and manipulate dental materials -- The student will be able to:
- 25.01 Identify properties and uses and manipulate gypsum.
  - 25.02 Identify properties and uses and manipulate restorative materials.
  - 25.03 Identify properties and uses and manipulate dental cements.
  - 25.04 Identify properties and uses and manipulate impression materials.
  - 25.05 Identify properties and uses and manipulate acrylics and/or thermoplastics.
  - 25.06 Identify properties and uses and manipulate waxes.
  - 25.07 Perform dental laboratory procedures to include the fabrication of casts, custom trays and/or temporary crowns and bridges.
  - 25.08 Clean and polish removable dental appliances.
  - 25.09 Identify properties and uses of abrasive agents used to polish coronal surfaces and appliances.
  - 25.10 Identify and manage hazardous dental materials and wastes in accordance with the OSHA Hazard Communications Standard and Environmental Protection Agency regulations.
- 26.0 Identify and perform dental and carpal radiographic procedures -- The student will be able to:
- 26.01 Describe history, physics and biological effects of ionizing radiation.

- 26.02 Identify parts of the X-ray machine including accessories.
- 26.03 Demonstrate radiologic health protection techniques.
- 26.04 Perform dark room/processing procedures, mix solutions.
- 26.05 Describe the proper disposal of hazardous radiographic waste
- 26.06 Place and expose dental radiographic films and digital sensors.
- 26.07 Perform carpal radiography as required for dental diagnostic procedures
- 26.08 Identify radiographic anatomical landmarks and pathologies.
- 26.09 Mount radiographic surveys.
- 26.10 Maintain unexposed film inventory and storage.
- 26.11 Maintain digitally acquired radiographic images

27.0 Perform general dental business office procedures -- The student will be able to:

- 27.01 Maintain appointment control.
- 27.02 Maintain an active recall system.
- 27.03 Prepare and maintain accurate patient records.
- 27.04 Prepare and maintain patient financial records, collect fees.
- 27.05 Prepare and maintain office financial records.
- 27.06 Prepare and maintain dental office inventory control and purchasing.
- 27.07 Demonstrate public relations responsibilities of the secretary/receptionist.
- 27.08 Demonstrate skills on office equipment.
- 27.09 Maintain the dental business office environment.
- 27.10 Receive and dismiss patients and visitors.
- 27.11 Identify psychological considerations influencing behaviors of dental patients

**Course Number: DEA0723**

**Occupational Completion Point: C**

**Dental Assistant 3 – 450 Hours – SOC Code 31-9091**

28.0 Perform chairside assisting for general dentistry and specialty procedures -- The student will be able to:

- 28.01 Prepare and maintain aseptic working area and sterile instruments for intraoral procedures.
- 28.02 Apply principles of four handed dentistry
- 28.03 Evacuate and maintain the operating field.
- 28.04 Perform expanded functions as permitted by the Florida statute/law pertaining to dentistry.
- 28.05 Assemble instruments and assist in general and specialty dental procedures.
- 28.06 Prepare tray set-ups for specific specialty procedures.
- 28.07 Select, prepare, mix, and manipulate correct dental materials for general and specialty procedures.
- 28.08 Perform a visual assessment of existing oral conditions.
- 28.09 Demonstrate appropriate patient management skills.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Dental Assisting (NEW)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170106
CIP Number	0351060112
Grade Level	30, 31
Standard Length	1230 hours
Teacher Certification	DENTAL HYG @7 DENTL ASST @7 G DENTAL TEC \$7 \$G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 31-9091 Dental Assistants
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### 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 program is designed to prepare students for employment as dental assistants (SOC code 31-9091) and to take the Dental Assisting National Board Examination. The program should meet the requirements of the Commission on Dental Accreditation of the American Dental Association and standards recommended by the Florida Board of Dentistry.

Dental assisting programs accredited by the American Dental Association Commission on Dental Accreditation are required to implement enrollment and admissions criteria that include the selection of adult students with a high school diploma, its equivalent, or an advanced degree.

The content includes, but is not limited to, dental office and patient management, basic dental laboratory procedures, dental and general anatomy, dental terminology, nutrition, dental instrument and equipment utilization, microbiology, dental pharmacology and anesthesia, chairside assisting and expanded functions, dental office emergencies/CPR, dental radiography, maintenance and asepsis of dental operator and instrumentation, dental specialty procedures, employability skills, leadership and human relations skills, ethics and jurisprudence, dental materials and preventive dentistry.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### Program Structure

This program is a planned sequence of instruction consisting of 3 occupational completion points.

When the recommended sequence is followed, the structure will allow students to complete specified portions of the program for employment or remain for advanced training.

This program meets the goals of TECH PREP and is based on the model developed by the Allied Health Articulation Task Force.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	DEA0725	Introduction to Dental Assisting	90 hours	31-9099
B	DEA0726	Dental Technician	210 hours	31-9099
C	DEA0727	Dental Assisting 1	465 hours	31-9091
	DEA0728	Dental Assisting 2	465 hours	

## **Laboratory and Clinical Activities**

Laboratory activities are an integral part of this program and are integrated with the didactic portion of the program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Field Internship Activities: Clinical experiences are integrated with the didactic portion of this program. Clinical experience assisting a dentist must be an integral part of the educational program designed to perfect students' competence in performing dental assisting functions, rather than to provide basic instruction. The major portion of the students' time in clinical assignments must be spent assisting with or participating in patient care. Prior to clinical assignments, students demonstrate minimum competence in performing the procedures which they will be expected to perform in their clinical experience.

## **Special Notes**

This program should meet the most current edition of the American Dental Association Accreditation Standards for Dental Assisting Education Programs. For further information, contact: American Dental Association Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, Illinois 60611. <http://www.ada.org/prof/ed/accred/standards/index.asp>

For Florida information contact the Florida Agency for Health Care Administration (AHCA), Division of Health Quality Assurance, Board of Dentistry, 4052 Bald Cypress Way, Tallahassee, FL 32399, 850/245-4161.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Pursuant to 466.024 F.S., 64B5-16.002 F.A.C. and 64B5-9.011 F.A.C., completers of the dental assisting program may be awarded a certificate verifying formal training which is required for the performance of certain remediable tasks (also known as expanded functions.)

Students should be encouraged to become members and participate in the activities of the professional organization: The American Dental Assistants Association.

Completers of the dental assisting program should be encouraged to take the Dental Assisting National Board (DANB) Certified Dental Assistant (CDA) exam. DANB is recognized by the American Dental Association as the national certification board for dental assistants.

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

Health Occupations Students of America (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 cannot be modified.

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the dental health care delivery system and dental health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the legal and ethical responsibilities of the dental health care worker.
- 04.0 Demonstrate an understanding of general anatomy and physiology and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in dental organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Use information technology tools.
- 08.0 Explain the importance of employability skills.
- 09.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 11.0 Use dental terminology.
- 12.0 Identify structures and explain functions and pathologies of dental and general head and neck anatomy.
- 13.0 Identify principles of microbiology and disease prevention and perform infection control procedures.
- 14.0 Identify, describe, maintain and utilize dental instruments and equipment.
- 15.0 Record patient assessment and treatment data.
- 16.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry
- 17.0 Identify and perform dental and carpal radiographic procedures.
- 18.0 Identify properties and uses, and manipulate dental materials.
- 19.0 Perform chairside assisting for general dentistry and specialty procedures.
- 20.0 Describe principles and perform techniques of preventive dentistry.
- 21.0 Perform general dental business office procedures.
- 22.0 Demonstrate professionalism as a dental team member in the clinical setting.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Dental Assisting**  
**Program Number: H170106**

**Course Number: DEA0725**  
**Occupational Completion Point: A**  
**Introduction to Dental Assisting – 90 Hours – SOC Code 31-9099**

- 01.0 Demonstrate knowledge of the dental health care delivery system and dental health occupations – The student will be able to:
- 01.01 Identify the basic components of the dental health care delivery system including public, private, government and non-profit.
  - 01.02 Describe the various types of dental health care providers and the range of services available.
  - 01.03 Describe the composition and functions of a dental health care team
  - 01.04 Identify the general roles and responsibilities of the individual members of the dental health care team.
  - 01.05 Identify the roles and responsibilities of the consumer within the dental healthcare system.
  - 01.06 Explain the cause and effects of factors that influence the current delivery system of dental healthcare.
  - 01.07 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on the dental healthcare delivery system.
  - 01.08 Discuss the history of dentistry
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Recognize components of medical and dental terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient education regarding dental and health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.09 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 02.10 Locate, organize and reference written information from various sources. CM 3.0
  - 02.11 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0

- 02.12 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.13 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.14 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 02.15 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 02.16 Present information formally and informally for specific purposes and audiences. AF 2.9
- 02.17 Identify psychological considerations influencing communication and behaviors.
- 03.0 Describe the legal and ethical responsibilities of the dental health care worker – The student will be able to:
- 03.01 Identify areas of Florida Statute 466 and Rule 64B5-16 FAC and Rule 64B5-25 FAC applicable to practice by the dental health workers.
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Distinguish between express, implied and informed consent.
- 03.08 Explain the laws governing harassment, labor and employment.
- 03.09 Differentiate between legal and ethical issues in dentistry.
- 03.10 Describe a Code of Ethics consistent with the dental assisting profession.
- 03.11 Identify and compare personal, professional and organizational ethics.
- 03.12 Recognize the limits of authority and responsibility of dental health care workers including legislated scope of practice.
- 03.13 Recognize and report illegal and/or unethical practices of dental health care workers.
- 03.14 Recognize and report abuse including domestic violence and neglect.
- 03.15 Identify resources to victims of domestic violence.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Explain risk management.
- 04.0 Demonstrate an understanding of general anatomy and physiology and apply wellness and disease concepts – The student will be able to:
- 04.01 Develop a basic understanding of the structure and function of the body systems
- 04.02 Identify common disorders related to each of the body systems.
- 04.03 Explain basic concepts of positive self image, wellness and stress.
- 04.04 Develop a wellness and stress control plan that can be used in personal and professional life.
- 04.05 Recognize the steps in the grief process.

- 05.0 Demonstrate the importance of health, safety, and environmental management systems in dental organizations and their importance to organizational performance and regulatory compliance – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Identify and describe methods in medical error reduction and prevention in the dental healthcare setting.
  - 05.03 Demonstrate an understanding of personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.04 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.05 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.06 Describe fire safety, disaster and evacuation procedures.
  - 05.07 Identify a disaster and/or emergency response plan. SHE 2.3
  - 05.08 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
  - 05.09 Demonstrate handwashing and the use of personal protective equipment used in dentistry.
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Take and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
- 07.0 Use information technology tools – The student will be able to:
- 07.01 Define terms and demonstrate basic computer skills.
  - 07.02 Interpret information from electronic medical documents.
  - 07.03 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
  - 07.04 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 07.05 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
  - 07.06 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 08.0 Explain the importance of employability skills – The student will be able to:
- 08.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 08.02 Exemplify basic professional standards of dental healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 08.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
  - 08.04 Write an appropriate resume.
  - 08.05 Conduct a job search and complete a job application form correctly.
  - 08.06 Demonstrate competence in job interview techniques.

- 08.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 08.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 08.09 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 08.10 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 08.11 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 08.12 Identify and exhibit traits for retaining employment. ECD 7.0
- 08.13 Identify opportunities and research requirements for career advancement. ECD 8.0
- 08.14 Research the benefits of ongoing professional development. ECD 9.0
- 09.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS – The student will be able to:
- 09.01 Recognize emerging diseases and disorders.
- 09.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 09.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 09.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 09.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 09.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – The students will be able to:
- 10.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
- 10.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
- 10.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
- 10.04 Analyze attributes and attitudes of an effective leader.
- 10.05 Recognize factors and situations that may lead to conflict. .
- 10.06 Demonstrate effective techniques for managing team conflict.

**Course Number: DEA0726**  
**Occupational Completion Point: B**  
**Dental Technician –210 Hours – SOC Code 31-9099**

- 11.0 Use dental terminology -- The student will be able to:
- 11.01 Identify and define common dental terms.
- 11.02 Demonstrate the use of proper dental terminology in the dental environment.
- 12.0 Identify structures and explain functions and pathologies of dental and general head and neck anatomy -- The student will be able to:



- 12.01 Identify structures and functions of head and neck anatomy including bones, muscles, sinuses, salivary glands, lymph nodes, nerves, and blood vessels.
  - 12.02 Identify embryonic development of head, oral cavity, and teeth.
  - 12.03 Identify teeth and their landmarks, and the morphological characteristics of each individual tooth.
  - 12.04 Describe the histological components of the head, oral cavity, and elements of the teeth and supporting structures.
  - 12.05 Recognize and describe oral pathological conditions, related to the teeth and their supporting structures.
  - 12.06 Recognize and describe developmental anomalies related to the teeth, face, and oral structures.
  - 12.07 Describe and differentiate between normal and malocclusion.
  - 12.08 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the oral cavity.
- 13.0 Identify principles of microbiology and disease prevention and perform infection control procedures -- The student will be able to:
- 13.01 Differentiate between pathogenic and non-pathogenic microorganisms.
  - 13.02 Describe pathogens and modes of disease transmission.
  - 13.03 Differentiate between aseptic and non-aseptic environments.
  - 13.04 Describe and apply methods of cleaning, disinfection, and sterilization.
  - 13.05 Identify chemicals and their uses for controlling the spread of disease in the dental environment
  - 13.06 Identify and practice the current CDC guidelines for infection control in dental healthcare settings.
  - 13.07 Describe the duties of the dental office safety coordinator
  - 13.08 Demonstrate compliance with the OSHA Bloodborne Pathogens Standard (29CFR-1910.1030) applicable to the dental office environment.
  - 13.09 Identify and manage hazardous chemicals and biomedical wastes in accordance with the OSHA Hazard Communications Standard (29CFR-1910.1200), 64E-16 F.A.C., and Environmental Protection Agency regulations.
  - 13.10 Define principles of infection control including standard and transmission based precautions.
  - 13.11 Demonstrate knowledge of dental asepsis
  - 13.12 Implement appropriate handwashing procedures and use of protective barriers
  - 13.13 Demonstrate knowledge of surgical asepsis and isolation.
- 14.0 Identify, describe, maintain and utilize dental instruments and equipment.--The student will be able to:
- 14.01 Identify various types, functions and operations of dental operator and laboratory equipment.
  - 14.02 Identify types and functions of operative, restorative, surgical, prosthodontic, orthodontic and endodontic dental instruments.
  - 14.03 Maintain dental operator equipment and instruments.
  - 14.04 Identify types and functions of specific dental hygiene instruments with emphasis on category rather than individual instruments.
  - 14.05 Seat and dismiss patients
  - 14.06 Operate oral evacuation devices and air/water syringe
  - 14.07 Maintain a clear field of vision including isolation techniques

- 14.08 Perform a variety of instrument transfers
- 14.09 Utilize appropriate chairside assistant ergonomics
- 14.10 Implement appropriate patient safety goals as identified by The Joint Commission

**Course Number: DEA0727**

**Occupational Completion Point: C**

**Dental Assisting 1 –465 Hours – SOC Code 31-9091**

- 15.0 Record patient assessment and treatment data -- The student will be able to:
  - 15.01 Take and record medical-dental histories.
  - 15.02 Record assessment of existing oral conditions.
  - 15.03 Record conditions diagnosed by the dentist.
  - 15.04 Record treatment-related data on the patient's clinical record
  - 15.05 Record treatment plan and treatment in patient's chart
  - 15.06 Perform a visual assessment of existing oral conditions.
  - 15.07 Distinguish between and report subjective and objective information.
  - 15.08 Report relevant information in order of occurrence.
  
- 16.0 Identify the functions of pharmacology and anesthesia as they relate to dentistry -- The student will be able to:
  - 16.01 Identify drug requirements, agencies, and regulations.
  - 16.02 Distinguish among the five schedules of controlled substances.
  - 16.03 Record a drug prescription in a patient's chart.
  - 16.04 Utilize ratios and proportional problems to calculate prescribed drug dosages.
  - 16.05 Identify drug actions, side effects, indications and contraindications; verify with Physician's Desk Reference or its equivalent.
  - 16.06 Identify common drugs used in dentistry.
  - 16.07 Prepare and apply topical anesthetic agent.
  - 16.08 Identify properties of anesthetics.
  - 16.09 Prepare syringes for the administration of local anesthetics.
  - 16.10 Monitor and identify precautions in the use of nitrous oxide-oxygen conscious sedation.
  - 16.11 Calculate the percentage of nitrous oxide-oxygen delivered during a conscious sedation procedure.
  - 16.12 Identify drugs and agents used for treating dental-related infection
  - 16.13 Identify and respond to dental office emergencies
  
- 17.0 Identify and perform dental and carpal radiographic procedures -- The student will be able to:
  - 17.01 Describe history, physics and biological effects of ionizing radiation.
  - 17.02 Identify parts of the X-ray machine including accessories.
  - 17.03 Demonstrate radiologic health protection techniques.
  - 17.04 Perform dark room/processing procedures, mix solutions.
  - 17.05 Describe the proper disposal of hazardous radiographic waste
  - 17.06 Place and expose dental radiographic films and digital sensors.
  - 17.07 Perform extraoral and carpal radiography as required for dental diagnostic procedures

- 17.08 Identify radiographic anatomical landmarks and pathologies.
- 17.09 Mount radiographic surveys.
- 17.10 Maintain unexposed film inventory and storage.
- 17.11 Maintain digitally acquired radiographic images

18.0 Identify properties and uses, and manipulate dental materials -- The student will be able to:

- 18.01 Identify properties and uses and manipulate gypsum.
- 18.02 Identify properties and uses and manipulate restorative materials.
- 18.03 Identify properties and uses and manipulate dental cements.
- 18.04 Place and remove matrices as permitted by Florida Statute and Florida Board of Dentistry Rule.
- 18.05 Place and remove temporary restorations as permitted by Florida Statute and Florida Board of Dentistry Rule.
- 18.06 Identify properties and uses and manipulate impression materials.
- 18.07 Make intraoral impressions as permitted by Florida Statute and Florida Board of Dentistry Rule.
- 18.08 Identify properties and uses and manipulate acrylics and thermoplastics.
- 18.09 Identify properties and uses and manipulate waxes.
- 18.10 Perform dental laboratory procedures to include the fabrication of casts, custom trays, and temporary crowns and bridges.
- 18.11 Identify and manage hazardous dental materials and wastes in accordance with the OSHA Hazard Communications Standard (29CFR-1910.1200) and Environmental Protection Agency regulations.
- 18.12 Employ measurements of time, temperature, distance, capacity, and mass/weight during the manipulation of dental materials.

19.0 Perform chairside assisting for general dentistry and specialty procedures. The student will be able to:

- 19.01 Describe procedures, equipment, materials, and instrumentation used in the dental specialties to include but not limited to periodontics, endodontics, pedodontics, oral surgery, orthodontics, and prosthodontics.
- 19.02 Assemble tray set-ups for general and specialty dental procedures
- 19.03 Assist in general and specialty dental procedures
- 19.04 Perform patient education to include pre- and post-operative instructions as prescribed by a dentist.

**Course Number: DEA0728**  
**Occupational Completion Point: C**  
**Dental Assisting 2 – 465 Hours – SOC Code 31-9091**

20.0 Describe principles and perform techniques of preventive dentistry -- The student will be able to:

- 20.01 Provide patient preventive education and oral hygiene instruction.
- 20.02 Prepare and set up for various preventive procedures.
- 20.03 Identify properties and uses of abrasive agents used to polish coronal surfaces and appliances.

- 20.04 Perform coronal polish and apply anticariogenic and desensitizing treatments as permitted by Florida Statute and Florida Board of Dentistry Rule.
  - 20.05 Clean and polish removable dental appliances.
  - 20.06 Assist with and place dental dams as permitted by Florida Statute and Florida Board of Dentistry Rule.
  - 20.07 Apply dental sealants as permitted by Florida Statute and Florida Board of Dentistry Rule.
  - 20.08 Identify the elements of nutrition, basic food groups, and acceptable diets as recommended by the U.S. Department of Agriculture.
  - 20.09 Identify dietary deficiencies and dietary practices that contribute to the manifestation of symptoms in the oral cavity.
  - 20.10 Employ mentoring skills to inspire and teach others. LT 5.0
  - 20.11 Identify community dental resources and services available.
- 21.0 Perform general dental business office procedures -- The student will be able to:
- 21.01 Maintain appointment control.
  - 21.02 Maintain an active recall system.
  - 21.03 Prepare and maintain accurate patient records.
  - 21.04 Prepare and maintain patient financial records, collect fees.
  - 21.05 Prepare and maintain office financial records.
  - 21.06 Prepare and maintain dental office inventory control and purchasing.
  - 21.07 Demonstrate public relations responsibilities of the secretary/receptionist.
  - 21.08 Demonstrate skills on office equipment.
  - 21.09 Maintain the dental business office environment.
  - 21.10 Receive and dismiss patients and visitors.
  - 21.11 Demonstrate appropriate patient management/customer service skills.
  - 21.12 Describe the effect of money management on practice goals. FL 3.0
- 22.0 Demonstrate professionalism as a dental team member in the clinical setting – The student will be able to:
- 22.01 Perform dental assisting duties, dental assisting expanded functions, and dental radiographic procedures in a clinical setting under the direct supervision of a licensed dentist.
  - 22.02 Interact with a professional dental team in the delivery of patient services.
  - 22.03 Utilize employability skills.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Clinical Motion Capture Technician (MOCAP)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170200
CIP Number	0351270300
Grade Level	30,31
Standard Length	600
Teacher Certification	HSC0003 ANY HEALTH OCCUP G *(See DOE approved list)
	Introduction to Clinical MOCAP Clinical MOCAP Tech 1 Clinical MOCAP Tech 2 Clinical MOCAP Tech 3 BUS ED 1 @ 2 COMP SCI @6 @2 COMM ART @7 G TV PRO TEC @7 G TEC ELEC \$7 @G
CTSO	Skills USA; HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2099 Health Technologists and Technicians, All Other
Facility Code	253 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### 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.

This program is designed to prepare students for employment as a Clinical Motion Capture Technician. This program offers a broad foundation of knowledge and skills to prepare students for employment in the clinical inpatient, clinical outpatient and research settings. The content includes but is not limited to the history of the motion capture industry, patient care, infection control, legal and ethical responsibilities, health-illness concepts, medical terminology, anatomy and physiology, the biomechanics of gait analysis, safety and security procedures, administrative and personal competence, and the employability skills that are basic to all health care occupations.

Technical content includes but is not limited to placing optical markers at biomechanically strategic locations so that a series of infra-red sensitive cameras can see them simultaneously. Embedded software (in the camera) recognizes the marker edges and calculates the center location of each marker it sees. The marker locations, frame by frame, are sent to a computer, which synchronizes the locations of the markers to produce a data file of every marker's location in 3D space for a complete movement trial. Analysis software is then used to make sense of the 3D data by creating a model so that the markers can be related to something physical and given structure, applying the model to a movement trial that will be in a format that will be appropriate for the clinician/therapist calculating biomechanical angles, forces, vectors, accelerations, and patterns to determine something of significance, and create a report detailing the results of the calculations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the healthcare industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points. The below table illustrates the program structure.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
	HSC0060	Introduction to Clinical MOCAP	60 hours	29-2099
	DIG0064	Clinical MOCAP Tech 1	150 hours	
	DIG0065	Clinical MOCAP Tech 2	150 hours	
	DIG0066	Clinical MOCAP Tech 3	150 hours	
B				

## **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory activities are an integral part of this program and include the use of a Motion Capture System; Gait Analysis software, 3D Reconstruction software, and digital equipment for storage and retrieval, video and DVD recording, and printing. Simulation exercises and laboratory activities should be provided using live participants. Special emphasis should be placed on medical etiquette and patient communication skills as well as the integrity of protected health information. Clinical learning experiences in a motion capture facility with related accessories must be under the direct supervision of a licensed practitioner.

## **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

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

Skills USA and Health Occupations Students of America, Inc is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Introduction to motion capture.
- 18.0 Understand the systems and diseases relating to motion capture.
- 19.0 Demonstrate knowledge of the biomechanical force-motion relationship.
- 20.0 Introduction to the principles of optical capture.
- 21.0 Install a security key.
- 22.0 Perform visual safety inspection.
- 23.0 Bring up the operating system and software.
- 24.0 Perform static and dynamic calibration.
- 25.0 Plan a motion path.
- 26.0 Complete appropriate facility documentation.
- 27.0 Conduct a technical briefing with therapist.
- 28.0 Create new or bring up previous patient record.
- 29.0 Greet and identify patient.
- 30.0 Take patient photos.

- 31.0 Place optical markers for motion capture.
- 32.0 Complete patient capture session log.
- 33.0 Record video of patient movement and marker references.
- 34.0 Calibrate patient per individual diagnostic needs protocol.
- 35.0 Create and label model.
- 36.0 Capture patient performance.
- 37.0 Conduct debriefing session with therapist.
- 38.0 Perform shutdown procedures of MOCAP measurement devices.
- 39.0 Load MOCAP session.
- 40.0 Identify data gaps and discrepancies.
- 41.0 Run clean up software.
- 42.0 Review cleaned data.
- 43.0 Verify data with therapist.
- 44.0 Export data to Visual 3D.
- 45.0 Create graphs and reports.
- 46.0 Backup data Export session
- 47.0 Inventory parts and read instructions.
- 48.0 Identify safety issues.
- 49.0 Identify equipment layout path.
- 50.0 Identify tools and resources needed for facility setup and troubleshooting.
- 51.0 Install MOCAP camera system per lab design.
- 52.0 Install MOCAP computer system.
- 53.0 Install audio-visual capture.
- 54.0 Install remote communication system.
- 55.0 Install measurement instruments.
- 56.0 Visually inspect cables.
- 57.0 Conduct supply inventory.
- 58.0 Replace damaged components.
- 59.0 Insure integrity of operating system (OS).
- 60.0 Complete appropriate documentation.
- 61.0 Demonstrate troubleshooting techniques.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Clinical Motion Capture Technician**  
**PSAV Number: H170200**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

01.0 Demonstrate knowledge of the health care delivery system and health occupations – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.

- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.

- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures – The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job.
- 09.04 Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.05 Write an appropriate resume.
- 09.06 Conduct a job search and complete a job application form correctly.
- 09.07 Demonstrate competence in job interview techniques.
- 09.08 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.09 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.10 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.11 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.12 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.13 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.14 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.15 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.16 Research the benefits of ongoing professional development. ECD 9.0
- 09.17 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0

- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS – The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
  - 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
  - 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills – The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
  - 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL 3.0
  - 13.03 Develop a personal budget and financial goals. FL 3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
  - 13.05 Maintain financial records. FL 3.3
  - 13.06 Read and reconcile financial statements. FL 3.4

- 13.07 Research, compare and contrast investment opportunities. FL 4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
- 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
- 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
- 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
- 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
- 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
- 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
- 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
- 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
- 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
- 16.05 Analyze attributes and attitudes of an effective leader.
- 16.06 Recognize factors and situations that may lead to conflict. .
- 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: HSC0060****Occupational Completion Point: B****Introduction to Clinical MOCAP – 60 Hours – SOC Code 29-2099**

- 17.0 Introduction to Motion Capture -- The students will be able to:
- 17.01 Demonstrate the knowledge of the history of motion capture.
- 17.02 Demonstrate the awareness of emerging technologies in the industry.
- 18.0 Systems and diseases relating to motion capture -- The students will be able to:
- 18.01 Describe the muscular system structure and function, under normal, injurious, and degraded conditions.
- 18.02 Describe the skeletal system structure and function, under normal, injurious, and degraded conditions.
- 18.03 Describe the neurological system structure and function, under normal, injurious, and degraded conditions.



- 19.0 Demonstrate knowledge of the biomechanical force-motion relationship -- The students will be able to:
- 19.01 Have an understanding of the measurement of human gait that includes the theoretical and practical basis of motion capture, and force measurement.
  - 19.02 Have developed problem solving skills in solving the problems and questions posed during the laboratory sessions.

**Course Number: DIG0064**

**Occupational Completion Point: B**

**Clinical MOCAP Tech 1 – 150 Hours – SOC Code 29-2099**

- 20.0 Introduction to the principles of Optical Capture -- The students will be able to:
- 20.01 Describe anatomy of camera lenses including but not limited to camera focus and aperture.
  - 20.02 Explain and create XYZ perimeters in lab orientation.
  - 20.03 Observe and assist in conducting static calibration.
  - 20.04 Observe and assist in conducting dynamic calibration.
  - 20.05 Observe and verify calibration values.
  - 20.06 Observe and verify camera orientation.
- 21.0 Install a security key -- The students will be able to:
- 21.01 Understand the security protocol and permission to install the system
  - 21.02 Locate appropriate location on computer terminal
  - 21.03 Secure key with appropriate security tie or system
  - 21.04 Store key in a secure location.
- 22.0 Perform visual safety inspection -- The students will be able to:
- 22.01 Verify capture area to be safe including but not limited to mounts, sand bags, tethers, securing cables, camera power connections and electrical power connections,
  - 22.02 Verify capture surface integrity and security (platforms, carpets and cables).
  - 22.03 Verify software to camera view.
- 23.0 Bring up operating system and software -- The students will be able to:
- 23.01 Understand the security protocol and permission to install the system (i.e. dongle, security code, disk)
  - 23.02 Explain and demonstrate software dongle, VICON, system pre start up.
  - 23.03 Explain and demonstrate how to bring up VICON software/hardware.
  - 23.04 Explain and demonstrate pre calibration optical marker layout for system setup
  - 23.05 Demonstrate how to connect cameras and verify camera order and focus.
  - 23.06 Demonstrate how to visually focus cameras and adjust settings as needed to establish quality depth of field.
  - 23.07 Demonstrate how to prepare markers for efficient application.
- 24.0 Perform static and dynamic calibration -- The students will be able to:

- 24.01 Lay out triangle reference plane to establish XYZ axis. Verify marker size.
  - 24.02 Perform static calibration.
  - 24.03 Verify capture area orientation and correct as necessary.
  - 24.04 Perform dynamic calibration using capture wand wall paint volume capture method.
  - 24.05 Adhere to capture space volume numbers.
  - 24.06 Complete software calibration process and check numbers for accuracy.
- 25.0 Plan a motion path -- The students will be able to:
- 25.01 Determine optimal contact for force plates
  - 25.02 Run test trial to verify force plate operation and data collection
  - 25.03 Determine the motion path/staging size relationship to achieve maximum capture.
- 26.0 Complete appropriate facility documentation -- The students will be able to:
- 26.01 Complete MOCAP Facility Log indicating system user, inventory, previous session review, session time in/out.
  - 26.02 Establish new session.
- 27.0 Conduct a technical briefing with therapist -- The students will be able to:
- 27.01 Review patient record with therapist for capture session verification.
  - 27.02 Identify marker placement according to session request protocol.
- 28.0 Create new and bring up previous patient record -- The students will be able to:
- 28.01 Demonstrate how to create a new record.
  - 28.02 Demonstrate how to bring up a previous session to add current session.
- 29.0 Greet and identify patient -- The students will be able to:
- 29.01 Demonstrate and practice medical etiquette in explaining procedure to patient.
  - 29.02 Obtain patient signature and secure protected health information as per HIPPA protocol.
- 30.0 Take patient photos -- The students will be able to:
- 30.01 Take full body frontal, side and back views of patient over grid to visual body alignment and posture.
  - 30.02 Demonstrate alternate methods of visual recording.
- 31.0 Place optical markers for motion capture -- The students will be able to:
- 31.01 Verify maker locations and connections.
  - 31.02 Label markers in software.
  - 31.03 Take full body frontal and back static capture photographs with markers in place for visual reference.
  - 31.04 Save data to commence session.

- 32.0 Complete Patient Capture Session Log -- The students will be able to:
  - 32.01 Complete patient information for Patient Capture Session Log
  - 32.02 Complete information for C Motion transfer.
  - 32.03 Complete all MOCAP data required to satisfy medical record needs.
  
- 33.0 Record video of patient movement and marker reference -- The students will be able to:
  - 33.01 Understand the process and recording methods of digital video recording.
  - 33.02 Understand post processing methods, storage, and transfer of video to appropriate formats.
  - 33.03 Periodic verification to assure technical accuracy.
  - 33.04 Document according to HIPPA guidelines for video/medical record storage.
  
- 34.0 Calibrate patient per individual diagnostic needs protocol -- The students will be able to:
  - 34.01 Adjust markers and create marker sets as needed per therapist protocol
  - 34.02 Record and calibrate patient marker set
  - 34.03 Periodic verification to assure technical accuracy
  
- 35.0 Create and label model -- The students will be able to:
  - 35.01 Label markers in order to build model
  - 35.02 Understand markers sets and groupings
  - 35.03 Understand alternative marking methods for diagnostics
  
- 36.0 Capture patient performance -- The students will be able to:
  - 36.01 Create and explain the motion path for proper diagnostic.
  - 36.02 Capture and adjust accordingly if needed.
  - 36.03 Record session, saving after each motion capture
  - 36.04 Look for errors that may need to be re-captured
  
- 37.0 Conduct debriefing session with therapist and close session -- The students will be able to:
  - 37.01 Verify data with therapist for completion of capture session
  - 37.02 If session is completed, remove markers and sanitize, inventory and store appropriately
  
- 38.0 Shutdown procedures of MOCAP measurement devices -- The students will be able to:
  - 38.01 Understand and demonstrate proper equipment preservation techniques when using equipment.
  - 38.02 Understand and demonstrate proper shutdown techniques for optimal normalization
  - 38.03 Complete Patient Capture Session Log/MOCAP Facility Log

**Course Number: DIG0065**  
**Occupational Completion Point: B**  
**Clinical MOCAP Tech 2 – 150 Hours – SOC Code 29-2099**

- 39.0 Load MOCAP session for data processing -- The students will be able to:
  - 39.01 Load session for post clean up.
  - 39.02 Recall previous session for comparison if needed.
  
- 40.0 Identify data gaps and discrepancies -- The students will be able to:
  - 40.01 Identify gaps in data collection
  - 40.02 Understand the types of possible discrepancies
  - 40.03 Confirm labeled markers and re-label if needed.
  
- 41.0 Run clean up software -- The students will be able to:
  - 41.01 Run clean up software/process
  - 41.02 Review gaps and discrepancies in data stream.
  - 41.03 Repair remaining discrepancies.
  
- 42.0 Review cleaned data -- The students will be able to:
  - 42.01 Visually inspect for marker switch or shift in skeletal model capture.
  - 42.02 Correct for physical discrepancies including but not limited to: occlusions, marker fall off, incorrect marker numbers.
  - 42.03 Record cleaned data.
  
- 43.0 Verify data with therapist -- The students will be able to:
  - 43.01 Consult with therapist on final data capture.
  - 43.02 Remove markers and excuse patient.
  - 43.03 Clean inventory and prep markers for sanitation.
  
- 44.0 Export data to Visual 3D-- The students will be able to:
  - 44.01 Export cleaned data to Visual 3D.
  - 44.02 Create new Visual 3 D session.
  
- 45.0 Create graphs and reports -- The students will be able to:
  - 45.01 Demonstrate the ability to create graphs and reports to be included in the medical record.
  - 45.02 Save to appropriate document style.
  - 45.03 Import data for appropriate analysis.
  
- 46.0 Backup data and export session -- The students will be able to:
  - 46.01 Assure that back up data is appropriately recorded and stored.
  - 46.02 Distribute according to appropriate providers and agencies.
  - 46.03 Reinforce HIPPA legislation guidelines.

**Course Number: DIG0066**  
**Occupational Completion Point: B**  
**Clinical MOCAP Tech 3 – 150 Hours – SOC Code 29-2099**

- 47.0 Inventory parts and read instructions -- The students will be able to:
- 47.01 Confirm parts and marker size.
  - 47.02 Understand repair and resources.
  - 47.03 Understand purchasing protocol.
  - 47.04 Understand hardware and software and protocol for updates.
  - 47.05 Tape or re-tape 3M Optical tape over appropriate size markers (markers must be measured).
- 48.0 Identify safety issues -- The students will be able to:
- 48.01 Visually inspect equipment for risk per lab protocol.
  - 48.02 Reinforce body mechanics for equipment lifting in installation.
- 49.0 Identify equipment layout path -- The students will be able to:
- 49.01 Identify lay out path including but not limited to walkway barriers, length of capture for gait analysis, visual camera capture area for camera mounts.
  - 49.02 Make adjustment according specific lab space.
  - 49.03 Lay cables, computer and technician station in accordance with available space in lab.
  - 49.04 Reaffirm capture method.
- 50.0 Identify tools and resources needed for facility setup and troubleshooting -- The students will be able to:
- 50.01 Verify proper ladder for present installation.
  - 50.02 Lab tool box, marker box, personal tool kit.
  - 50.03 Check power resource.
- 51.0 Install MOCAP camera system per lab design -- The students will be able to:
- 51.01 Hang, tether and secure cameras.
  - 51.02 Hang, tether and secure cables.
- 52.0 Install MOCAP computer system -- The students will be able to:
- 52.01 Install computer MOCAP junction box.
  - 52.02 Install security key.
  - 52.03 Power up MOCAP junction box.
  - 52.04 Power up computer.
  - 52.05 Setup up Ethernet connection.
  - 52.06 Install software.
  - 52.07 Reaffirm software updates and perform as needed.

- 53.0 Install audio-visual capture -- The students will be able to:
  - 53.01 Set up video camera on mount and secure safely.
  - 53.02 Focus, white balance and verify recording area.
  - 53.03 Set up to record session using tape/disk/computer.
  
- 54.0 Install remote communication system -- The students will be able to:
  - 54.01 Setup webcam and establish connection.
  - 54.02 Test connection.
  
- 55.0 Install measurement instruments -- The students will be able to:
  - 55.01 Install and connect all force measuring devices.
  - 55.02 Pretest device prior to record session.
  
- 56.0 Visually inspect cables -- The students will be able to:
  - 56.01 Inspect cables for damage as per safety protocol.
  - 56.02 Secure cables for taping or covering cables as per safety protocol.
  - 56.03 Wrap excess cable appropriately as per safety protocol.
  
- 57.0 Conduct supply inventory -- The students will be able to:
  - 57.01 Lay out markers for installation inventory.
  - 57.02 Mark inventory for size identification.
  - 57.03 Inventory motion capture supplies including but limited to tape, Velcro, and mounts.
  
- 58.0 Replace damaged components -- The students will be able to:
  - 58.01 Understand warranty limitations.
  - 58.02 Follow purchasing chain of command.
  - 58.03 Know appropriate material to make repairs.
  
- 59.0 Insure integrity of operating system (OS) -- The students will be able to:
  - 59.01 Verify OS to meet software requirements
  - 59.02 Understand back up procedure
  - 59.03 Upgrade OS as needed
  
- 60.0 Complete appropriate documentation -- The students will be able to:
  - 60.01 Complete Facility Installation Log
  - 60.02 Complete Facility Service Log
  
- 61.0 Demonstrate troubleshooting techniques -- The students will be able to:
  - 61.01 Demonstrate awareness of troubleshooting techniques and resource information in hardware and software manuals
  - 61.02 Verify proper troubleshooting in present system by reading over user/service log

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Electroneurodiagnostic Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170204
CIP Number	0351090300
Grade Level	30, 31
Standard Length	1250 hours
Teacher Certification	ENCEPHALGH @7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2099 Health Technologists and Technicians, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 11 Reading: 11

### **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 program is designed to prepare students for employment as electroneurodiagnostic technologists or SOC 29-2099 Health Technologists & Technicians, all other.

The content includes but is not limited to recording and measurement procedures, EEG techniques, EEG patterns, EP techniques, patient safety, appropriate healthcare, communication, medical terminology, ethical and legal considerations, equipment use, instrument care, troubleshooting, neuroanatomy, neurophysiology, effects of medications on tracings, nerve conduction techniques, neuropathology, basic electronics for biomedical instrumentation, patient history taking, patient rapport, neonatal studies, using portable equipment, other neurodiagnostic procedures, electrocorticography, techniques of laboratory management, polysomnographic techniques, employability skills, electrical safety, CPR and First Aide.

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

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	ETN0005	Electroneurodiagnostic Technologist 1	175 hours	29-2099
	ETN0006	Electroneurodiagnostic Technologist 2	250 hours	
	ETN0007	Electroneurodiagnostic Technologist 3	235 hours	
	ETN0008	Electroneurodiagnostic Technologist 4	250 hours	
	ETN0009	Electroneurodiagnostic Technologist 5	250 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.



## **Special Notes**

The program should be approved by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Program graduates are eligible to take the registry examination of (ABRET), the American Board of Registration of Electroencephalographic Technologists, for designation as R. EEG T.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical

students to complete this program are: Mathematics 10, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fl DOE.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

## **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Communicate effectively with patients, family and other health care personnel.
- 18.0 Take and abstract patient histories.
- 19.0 Apply recording electrodes and use EEG/EP techniques.
- 20.0 Operate EEG equipment.
- 21.0 Perform personal, patient, and equipment electrical safety procedures.
- 22.0 Select and apply patient specific EEG techniques.
- 23.0 Recognize and categorize the EEG activity displayed.
- 24.0 Recognize, identify and/or correct artifacts.
- 25.0 Manage medical emergencies.
- 26.0 Recognize and correct instrument faults.
- 27.0 Debrief patients.
- 28.0 Demonstrate knowledge of electrocortical and depth recording procedures.
- 29.0 Demonstrate knowledge for performance of electrocerebral silence recording.
- 30.0 Prepare descriptive reports of recordings for use by the electroencephalographer.
- 31.0 Identify skills needed to manage an EEG laboratory.
- 32.0 Describe how to keep laboratory records.
- 33.0 Schedule appointments.

- 34.0 List appropriate supplies needed.
- 35.0 Demonstrate knowledge of (EP) evoke potential equipment operation.
- 36.0 Demonstrate knowledge of (NCV) nerve conduction velocity techniques.
- 37.0 Demonstrate knowledge of (PSG) polysomnographic techniques.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:           Electroneurodiagnostic Technology**  
**PSAV Number:           H170204**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:



- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: ETN0005****Occupational Completion Point: B****Electroneurodiagnostic Technologist 1 – 175 Hours – SOC Code 29-2099**

- 17.0 Communicate effectively with patients, family, and other health care personnel.--The student will be able to:
- 17.01 Explain EEG procedure to patient.
  - 17.02 Provide attendant nursing skills for handling severely ill patients and apply emergency procedures.
  - 17.03 Observe patient for stability or changes in respiration, circulation, color, skin moisture, and consciousness level.
  - 17.04 Recognize and report symptoms of abuse and neglect.
  - 17.05 Demonstrate social skills and attitudes appropriate to employment in a health care facility.
  - 17.06 Display respect for patients regardless of race, religion, color, creed, sex, age, or diagnosis.
  - 17.07 Display a professional and positive attitude in dealing with patients.
  - 17.08 Discuss with the patient only that information already known by the patient.

- 17.09 Discuss the patient's condition only when out of audible range of the patient/family and only with appropriate supervisors.
  - 17.10 Document the clinical condition of the patient.
- 18.0 Take and abstract patient histories.--The student will be able to:
- 18.01 Introduce self to patient, identify patient.
  - 18.02 Explain necessity for obtaining information to patient to elicit patient's cooperation within the limits of his/her physical and mental status.
  - 18.03 Review chart for physicians' orders, admission notes, test results, surgical procedures, nurses' notes, physical examination, progress notes and medications administered.
  - 18.04 Question patient for chief complaint, description and sequence of symptoms, past history, family history and note any physical defects.
  - 18.05 List all medications and pertinent information in appropriate places.
  - 18.06 Observe patient and note behavior.
  - 18.07 Abstract the data obtained above.
- 19.0 Apply recording electrodes and use EEG/EP techniques.--The student will be able to:
- 19.01 Perform head measurements.
  - 19.02 Apply electrodes according to the specifications of International 10-20 Electrode placement within accuracy tolerances and time limits.
  - 19.03 Describe electrode application, montages, and protocol for neonate recordings and electrocerebral silence study.
  - 19.04 Apply non cerebral monitors for EKG - EOG - EMG and/or reference recording.
  - 19.05 Describe and perform various methods of applications such as electrode paste, collodian, and needle electrode insertion.
  - 19.06 Describe special electrode procedures such as nasopharyngeal, T1/T2 placements, sphenoidal electrodes and prime electrode placements.
  - 19.07 Clean patient hair and scalp of all marks and preparation solutions used during the recording.
- 20.0 Operate EEG equipment.--The student will be able to:
- 20.01 Calibrate the EEG instrument in preparation for a procedure by aligning the pen alignment, pen spacing, time axis, electrical baseline, amplitude adjustment, mechanical baseline, measuring the pen deflection at 7mm, listing the electrode impedances, selecting the Bio Cal montage, labeling the parameters of sensitivity, high linear frequency control and low linear frequency control or time constant.
  - 20.02 Perform bio-calibration.
  - 20.03 Adjust and identify instrumentation settings used during the recording of special recordings such as electrocerebral silence procedures.
  - 20.04 Evaluate adequate functioning of equipment and identify different features of various commercial EEG instrumentation.
  - 20.05 Adjust and identify instrumentation settings used during special recordings such as, HLF, LLF, 60Hz, sensitivity, fast and slow paper speeds.
  - 20.06 Select and label routine montages by memory.
  - 20.07 Make appropriate adjustments to enhance routine recordings.

- 20.08 Note behavior of patient of EEG: position, consciousness level, movement, clinical correlation.
- 20.09 Draw and describe frequency response curves and the EEG convention of polarity.

**Course Number: ETN0006**

**Occupational Completion Point: B**

**Electroneurodiagnostic Technologist 2 – 250 Hours – SOC Code 29-2099**

- 21.0 Perform personal, patient, and equipment electrical safety procedures.--The student will be able to:
  - 21.01 Direct the activities of the patient, insuring safety and comfort while maintaining a controlled environment.
  - 21.02 Protect equipment from harm due to cardiac defibrillation procedures, etc.
  - 21.03 Protect self as directed in many situations avoiding contact with live electrical wires or outlets, wear protective gear.
  - 21.04 Implement appropriate Joint Commission patient safety goals.
  
- 22.0 Select and apply patient specific EEG techniques. – The student will be able to:
  - 22.01 Identify and describe invasive and non-invasive neurological diagnostic procedures.
  - 22.02 Describe the criteria and procedure for insertion of nasopharyngeals and assist with sphenoidals.
  - 22.03 Perform photic stimulation and describe/recognize photic evoked response, photomyoclonus and photo convulsive response.
  - 22.04 Monitor hyperventilation and post hyperventilation and minuses for post hyperventilation. Describe hyperventilation findings and contraindications.
  - 22.05 Determine polarity of cerebral potentials and eye movements.
  - 22.06 Select or design montages to determine electrical field distribution of generalized and/or localized EEG abnormalities.
  - 22.07 Recognize the diagnostic limitations of special related procedures and the criteria for their selection.
  - 22.08 Calculate dosage and administer oral medication under minimal supervision.
  - 22.09 Perform noxious stimulation of the patient with decreased consciousness when indicated with assistance as available.
  - 22.10 Perform a neonatal recording and a nasopharyngeal recording.
  - 22.11 Describe the three modalities of EP recording.
  - 22.12 Describe polysomnographic recordings.
  
- 23.0 Recognize and categorize the EEG activity displayed. – The student will be able to:
  - 23.01 Identify normal activity in adults and variants of age correlates.
  - 23.02 Describe/recognize five stages of sleep: I, II, III, IV, and REM.
  - 23.03 Identify sedatives, tranquilizers, anticonvulsants, and medications for activation procedures that correlate with EEG changes.
  - 23.04 Recognize abnormal electrocerebral potential and interpret significance during recording procedure.
  - 23.05 Recognize abnormal electrocerebral potential: focal, paroxysmal, lateralized, and generalized.

- 23.06 Recognize and categorize normal and abnormal EEG patterns and artifacts and correlate these phenomena with the patient's neurological examination and diagnosis and environment, respectively.
  - 23.07 Review, describe, and critique tracings with clinical supervisor, EEG instructor and electroencephalographer.
  - 23.08 Prepare a descriptive analysis of the EEG tracing.
  - 23.09 Identify space occupying lesions and gross neuropathology and discuss EEG pattern correlation.
- 24.0 Recognize, identify and/or correct artifacts. – The student will be able to:
- 24.01 Recognize, monitor and/or eliminate physiological artifacts such as EKG, EMG, EOG, pulse and sweat.
  - 24.02 Recognize and eliminate instrumental artifacts such as pops and 60Hz, and equipment malfunction.
  - 24.03 Recognize, eliminate and/or monitor external environmental artifacts such as electrostatic interference.
- 25.0 Manage medical emergencies. – The student will be able to:
- 25.01 Perform CPR/BCLS - C
  - 25.02 Perform basic First Aid Procedures.
  - 25.03 Describe restraining techniques on a patient who presents a danger to self or others as directed.
  - 25.04 Report immediately any changes in patient's level of consciousness, respiration, circulation, or color.

**Course Number: ETN0007**

**Occupational Completion Point: B**

**Electroneurodiagnostic Technologist 3 – 235 Hours – SOC Code 29-2099**

- 26.0 Recognize and correct instrument faults.--The student will be able to:
- 26.01 Report any malfunctioning equipment
  - 26.02 Perform routine care/maintenance on equipment.
  - 26.03 Troubleshoot, identify and correct malfunctions as described in the equipment manual.
- 27.0 Debrief patients.--The student will be able to:
- 27.01 Make certain that the patient has been informed about the activity/procedure performed.
  - 27.02 Protect/return all personal items belonging to patient that were removed in the lab (e.g., glasses, dentures, earrings, wig, toupee, barrettes) and make certain that the patient has been informed.
  - 27.03 Insure patient safety by using bed rails, wheel locks and safety belts.
- 28.0 Demonstrate knowledge of electrocortical and depth recording procedures.--The student will be able to:

- 28.01 Design montages to determine electrical field distribution of generalized and/or localized EEG abnormalities.
  - 28.02 State the criteria for electrocorticography and describe the EEG technologist's role during surgery.
  - 28.03 Describe the mechanism of neuronal function, synaptic transmission, volume conduction, cortico-thalamic projection system and neuronal basis of electrocerebral potential.
- 29.0 Demonstrate knowledge for performance of electrocerebral silence recording.--The student will be able to:
- 29.01 List the criteria for minimal technical standards of an electrocerebral silence (ECS) recording.
  - 29.02 Perform an ECS recording.
  - 29.03 Describe the three types of clinical evoked potentials and diagnostic function.
- 30.0 Prepare descriptive reports of recordings for use by the electroencephalographer.--The student will be able to:
- 30.01 Prepare technical report of each recording.
  - 30.02 Record all information accurately.
  - 30.03 Discuss patient information only with other appropriate medical personnel.

**Course Number: ETN0008**

**Occupational Completion Point: B**

**Electroneurodiagnostic Technologist 4 – 250 Hours – SOC Code 29-2099**

- 31.0 Identify skills needed to manage an EEG laboratory.--The student will be able to:
- 31.01 Recognize and locate billing forms and computer.
  - 31.02 Identify and refer to procedure manual.
  - 31.03 Recognize reports for patient charts.
  - 31.04 Clean, maintain, and stock the instrument, linen supply, pedigo cart, and cabinets of the EEG laboratory every day.
  - 31.05 Sanitize all parts of equipment utilized: electrodes, stethoscope ear pieces, etc.
  - 31.06 Identify infection control policies.
  - 31.07 Identify equipment/repairs as needed.
- 32.0 Describe how to keep laboratory records.--The student will be able to:
- 32.01 File records.
  - 32.02 File maintenance reports and records of equipment inspections.
  - 32.03 Identify employee evaluation forms and standards.
  - 32.04 Identify forms, recognize need for, and implement incident reports.
- 33.0 Schedule appointments.--The student will be able to:
- 33.01 Schedule patient appointments according to agency policies and patient requirements.
  - 33.02 Recognize urgency of requests for services and respond appropriately.
  - 33.03 Respond to STATS.

- 34.0 List appropriate supplies needed.--The student will be able to:
- 34.01 Identify inventory needs of a laboratory.
  - 34.02 Prepare mock requisition sheets.
- 35.0 Demonstrate knowledge of (EP) evoke potential equipment operation.--The student will be able to:
- 35.01 Describe the three modalities of EP testing.
  - 35.02 Apply the proper electrodes for all three modalities of EP testing.
  - 35.03 Recognize and describe displayed EP waveforms for all three modalities.

**Course Number: ETN0009**

**Occupational Completion Point: B**

**Electroneurodiagnostic Technologist 5 – 250 Hours – SOC Code 29-2099**

- 36.0 Demonstrate knowledge of (NCV) nerve conduction velocity techniques.--The student will be able to:
- 36.01 Describe a typical NCV test.
  - 36.02 Applying proper electrodes for a median, ulner and post-tibial NCV test.
  - 36.03 Describe and recognize the waveforms obtained on a NCV test.
- 37.0 Demonstrate knowledge of (PSG) polysomnographic techniques.--The student will be able to:
- 37.01 Describe the reasons for a PSG test.
  - 37.02 Apply proper electrodes for a PSG test.
  - 37.03 Recognize and describe the different types of PSG testing.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Biomedical Technician  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170206
CIP Number	0326010200
Grade Level	30, 31
Standard Length	1000 Clock hours
Teacher Certification	PRAC NURSE @7 G *(Registered Nurse) REG NURSE 7 G LAB TECH @7 G MED PROF 7 G PHARMACY @7 G LAB ASST @7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 19-4021 Biological Technicians
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 12 Language: 10 Reading: 10

### 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.

This program is designed to prepare students for employment as biomedical technicians or (biological technicians SOC 19-4021).

The content includes but is not limited to bio-tech communication and interpersonal skills, legal and ethical responsibilities, safety awareness, regulatory compliance, equipment maintenance, bio-medical terminology, anatomy and physiology, basic laboratory skills, problem solving and decision making and employability skills.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	BSC0490	Biological Technician 1	300 hours	19-4021
	BSC0491	Biological Technician 2	310 hours	
	BSC0492	Biological Technician 3	300 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 12.0, Language 10.0, and Reading 10.0. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Discuss the history, career fields and benefits of biotechnology and bio-medical research.
- 18.0 Describe basic concepts and techniques necessary to work effectively in a biotechnology laboratory.
- 19.0 Demonstrate accepted professional, communication and interpersonal skills specific to the bio-medical setting.
- 20.0 Identify normal anatomic structure and function of body systems in relation to services performed by a Biological Technician, including human/animal/plant cells, cell parts and DNA.
- 21.0 Recognize and demonstrate knowledge of how to utilize and maintain equipment and supplies specific to bio-medical laboratories, including safety measures.
- 22.0 Demonstrate skills and knowledge necessary to perform biological technician duties.
- 23.0 Discuss and follow regulatory guidelines.
- 24.0 Practice quality assurance and safety.
- 25.0 Demonstrate problem solving and decision making skills.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:           Biomedical Technician**  
**PSAV Number:         H170206**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

01.0 Demonstrate knowledge of the health care delivery system and health occupations – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS – The student will be able to:



- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: BSC0490****Occupational Completion Point: B****Biological Technician 1 – 300 Hours – SOC Code 19-4021**

- 17.0 Discuss the history, career fields and benefits of biotechnology and bio-medical research – The student will be able to:
- 17.01 Graph a history timeline with medical advances due to technology advances.
  - 17.02 Discuss the benefits of bio-technology to society.
  - 17.03 Demonstrate knowledge of various career fields related to bio-technology, including but not limited to those in agriculture, law enforcement, environmental, industrial, & bio-medical.
  - 17.04 Demonstrate knowledge of the scientific method in general and bio-medical research in particular.
  - 17.05 Discuss ethical, legal and social issues raised by biotechnology.
  - 17.06 Discuss medical, agricultural, forensic, & environmental applications of bio-technology.
- 18.0 Describe basic concepts and techniques necessary to work effectively in a biotechnology laboratory – The student will be able to:

- 18.01 Discuss the nature of science, lab work, and the role of the Biological Technician.
- 18.02 Discuss basic microbiology with and emphasis on the role of bacteria, virus, and fungus in human health and disease.
- 19.0 Demonstrate accepted professional, communication and interpersonal skills specific to the bio-medical setting – The student will be able to:
  - 19.01 Discuss professional communication skills when interacting with vendors, colleagues, engineers and scientists.
  - 19.02 Comprehend technical vocabulary.
  - 19.03 Adhere to lab/engineering notebook-keeping procedures.
  - 19.04 Follow and analyze protocols and keep accurate records.
  - 19.05 Read, interpret and generate technical reports.
  - 19.06 Perform web searches.
  - 19.07 Read and understand technical literature.
  - 19.08 Perform computer operating skills including use of spreadsheets for data manipulation and use of graphs and charts to depict data.

**Course Number: BSC0491**

**Occupational Completion Point: B**

**Biological Technician 2 – 310 Hours – SOC Code 19-4021**

- 20.0 Identify normal anatomic structure and function of body systems in relation to services performed by a biological technician, including human/animal/plant cells, cell parts and DNA – The student will be able to:
  - 20.01 Describe the cell as the basic unit of life.
  - 20.02 Analyze the difference between plant and animal cells.
  - 20.03 Describe the different types of cells.
  - 20.04 Describe cell structure.
  - 20.05 Analyze the functions of various parts of cells.
  - 20.06 Explain the Mendel Theory of Genetics.
  - 20.07 Discuss the makeup of chromosomes.
  - 20.08 Discuss the process of DNA transfer.
  - 20.09 Describe the relationship of cellular science and biotechnology.
- 21.0 Recognize and demonstrate knowledge of how to utilize and maintain equipment and supplies specific to bio-medical laboratories, including safety measures – The student will be able to:
  - 21.01 Practice aseptic technique.
  - 21.02 Recognize and describe the use of laboratory equipment including, but not limited to the following: thermocycler, microscope, fluorometer, hoods, centrifuge, polarimeter, Ph meter, chart recorder, stirs, balance, mixers, conductivity meters, autoclaves, shakers, power supplies, dry heat, ovens, incubators, bunsen burners, and Geiger counters.
  - 21.03 Check and maintain equipment and logs.
  - 21.04 Clean organize and sterilize materials.
  - 21.05 Order and maintain inventory of supplies.

- 21.06 Handle and store biological and hazardous materials.
- 22.0 Demonstrate skills and knowledge necessary to perform biological technician duties – The student will be able to:
  - 22.01 Prepare solutions and reagents for laboratory use.
  - 22.02 Monitor physical properties of reagents, buffers, media and solutions.
  - 22.03 Set up laboratory tests.
  - 22.04 Describe and/or perform basic microbiology skills.
  - 22.05 Describe and/or perform basic cell biology skills.
  - 22.06 Describe and/or perform basic immunological skills.
  - 22.07 Describe and/or perform basic genetic skills.
  - 22.08 Describe and/or perform chemical assays.
  - 22.09 Sterilize supplies and equipment.
  - 22.10 Package sterile products.
  - 22.11 Demonstrate an understanding of standard bio-compatibility tests.

**Course Number: BSC0492**

**Occupational Completion Point: B**

**Biological Technician 3 – 300 Hours – SOC Code 19-4021**

- 23.0 Discuss and follow regulatory guidelines – The student will be able to:
  - 23.01 Discuss FD&C Act.
  - 23.02 Discuss and follow OSHA guidelines.
  - 23.03 Discuss and follow other national guidelines including, but not limited to: NIH, DOT, EPA, FDA and CDC.
  - 23.04 Discuss and follow state and local regulations.
- 24.0 Practice quality assurance and safety – The student will be able to:
  - 24.01 Identify first aid supplies, personnel, and emergency protection areas.
  - 24.02 Use appropriate safety procedures and guidelines.
  - 24.03 Monitor, use, store and dispose of hazardous materials properly.
  - 24.04 Follow Material Safety Data Sheets (MSDS).
  - 24.05 Identify safety symbols and signs.
  - 24.06 Demonstrate an ability to utilize safety equipment.
  - 24.07 Follow universal precautions.
  - 24.08 Maintain a clean work area.
  - 24.09 Practice aseptic techniques as required.
  - 24.10 Discuss quality control in relation to inspection procedures, testing methods, and internal audits.
- 25.0 Demonstrate problem solving and decision making skills – The student will be able to:
  - 25.01 Apply decision making techniques in the workplace, utilizing the scientific method.
  - 25.02 Apply problem solving techniques in the workplace, utilizing the scientific method.
  - 25.03 Solve basic shop problems using elementary math.
  - 25.04 Solve single/variable algebraic equations.

- 25.05 Calculate geometric parameters such as area, circumference, perimeter and volume.
- 25.06 Compute angles and lengths using basic trigonometry.
- 25.07 Convert between measurement systems including metric.
- 25.08 Convert decimals and fractions.
- 25.09 Express ratios as percentages.
- 25.10 Interpret tables and graphs

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Hemodialysis Technician  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170207
CIP Number	0351101100
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	PRAC NURSE @ 7 G *(Registered Nurse) HEMO TEC 7 G REG NURSE 7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2099 Health Technologists and Technicians, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### **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 content includes but is not limited to communication and interpersonal skills, legal and ethical responsibilities, renal health-illness concepts, hemodialysis skills, emergency procedures including CPR and first aid, safety and security procedures, medical terminology, anatomy and physiology, and employability skills.

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	MLT0368	Dialysis Technician 1	255 hours	29-2099
	MLT0369	Dialysis Technician 2	255 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Hands on clinical experience should be provided as part of the program of study. Refer to specific certification exam eligibility requirements in relation to clinical experience.

### Special Notes

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

State or Industry certification examinations are now part of the Centers of Medicare and Medicaid Services' (CMS) requirements and are available through several state and independent professional certification agencies:

Nephrology Nursing Certification Commission (NNCC) <http://www.nncc-exam.org>

The Board of Nephrology Examiners Nursing and Technology (BONENT)  
<http://www.bonent.org/examinations/cht.html>

Outcomes 01-16 are referred to as the Health Career Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.



## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

## **Articulation**

The PSAV component of this program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.

- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate accepted professional, communication and interpersonal skills specific to the dialysis setting.
- 18.0 Identify normal and abnormal anatomic structure and function of body systems in relation to services performed by a Hemodialysis Technician.
- 19.0 Practice infection control following universal precautions.
- 20.0 Recognize and demonstrate knowledge of how to utilize equipment and supplies specific to dialysis.
- 21.0 Demonstrate skills and knowledge necessary to perform dialysis technician duties.
- 22.0 Practice accepted procedures of transporting specimens.
- 23.0 Practice quality assurance and safety.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Hemodialysis Technician**  
**PSAV Number: H17207**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: MLT0368****Occupational Completion Point: B****Dialysis Technician 1 – 255 Hours – SOC Code 29-2099**

- 17.0 Demonstrate accepted professional, communication and interpersonal skills specific to the dialysis setting. – The student will be able to:
- 17.01 Demonstrate knowledge of correct medical terminology related to dialysis.
  - 17.02 Demonstrate ability to work as a member of the hemodialysis team.
  - 17.03 Demonstrate knowledge of various professional organizations related to hemodialysis.
  - 17.04 Recognize the importance of continuing education and renewal of certification
  - 17.05 Recognize and respond appropriately to request from or to other departments or health care team members.
  - 17.06 Describe the role of other health team members who interact with the dialysis team.



- 18.0 Identify normal and abnormal anatomic structure and function of body systems in relation to services performed by a hemodialysis technician. – The student will be able to:
- 18.01 Demonstrate knowledge of basic structure of the kidney.
  - 18.02 Demonstrate knowledge of basic physiology of the kidney including but not limited to filtration, diffusion, osmosis, and electrolyte interchange.
  - 18.03 Recognize function of endocrine system as related to the kidney.
  - 18.04 Describe interaction of other body systems related to dialysis.
  - 18.05 Discuss diseases, including diagnosis, treatment, and signs and symptoms, which may lead to kidney failure and need for dialysis.
- 19.0 Practice infection control following standard precautions. – The student will be able to:
- 19.01 Demonstrate knowledge of how (when) to utilize personal protection equipment (PPE).
  - 19.02 Demonstrate ability to recognize biohazardous waste storage and disposal, including, but not limited to isolation room waste.
  - 19.03 Follow standard precautions, clean techniques and OSHA regulations appropriately
  - 19.04 Label biohazardous waste correctly including date and location.
- 20.0 Recognize and demonstrate knowledge of how to utilize equipment and supplies specific to dialysis. – The student will be able to:
- 20.01 Demonstrate use of water quality instrumentation including, but not limited to pH meter, conductivity meter and chloramine meter.
  - 20.02 Recognize supplies needed to conduct the hemodialysis treatment.
  - 20.03 Demonstrate ability to conduct daily inventory of hemodialysis supplies including, but not limited to dialysis, blood lines, and sodium chloride.
  - 20.04 Recognize necessity of keeping areas stocked for each staff.

**Course Number: MLT0369**  
**Occupational Completion Point: B**  
**Dialysis Technician 2 – 255 Hours – SOC Code 29-2099**

- 21.0 Demonstrate skills and knowledge necessary to perform dialysis technician duties. – The student will be able to:
- 21.01 Demonstrate accurate documentation, machine trouble-shooting, and follow-up of whole patient hemodialysis treatment.
  - 21.02 Recognize any visual changes in patient's behavior, hemodialysis machines and water room.
  - 21.03 Demonstrate knowledge of how to document any variance while patient is being dialysed including, but not limited to vital signs, machine's pava meters and water room.
  - 21.04 Demonstrate ability to cannulate, assess and confirm blood flow direction in patient's access; including, but not limited to signs of infection and patency.

22.0 Practice accepted procedures of transporting specimens. – The student will be able to:

- 22.01 Collect blood specimens utilizing correct drawing techniques, refrigeration, packing and transportation.
- 22.02 Follow laboratory's policy and procedures (P and P) from collection of specimens to separation of blood form elements.

23.0 Practice quality assurance and safety. – The student will be able to:

- 23.01 Demonstrate how to follow-up physician's medical orders, including, but not limited to treatment length, blood flow rates, dialysis type and concentration.
- 23.02 Assist with maintenance of appropriate aseptic techniques (clean and/or sterile) during cannulation.
- 23.03 Recognize patient's target weight (TW) importance, and maximum ultra filtration rate possible.
- 23.04 Describe patient's probable prognosis when dry weight is not reached.
- 23.05 Demonstrate patient safety practices as related to permanent monitor patient - machine.
- 23.06 Identify appropriate procedures and protocols to manage and correct common complications, including but not limited to, intradialytic hypotension, air embolisms, exsanguination (mass blood loss) and hemolysis.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Electrocardiograph Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170208
CIP Number	0351090203
Grade Level	30, 31
Standard Length	465 hours
Teacher Certification	LAB TECH @7 G EKG @7 G PRAC NURSE @7 G *(Registered Nurse) LAB ASST @7 G REG NURSE 7 G PARAMEDIC @7 G RESP THER @7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2031 Cardiovascular Technologists and Technicians
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

### 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 program is designed to prepare students for employment as electrocardiograph aides, electrocardiograph technicians, EKG Technicians SOC 29-2031 cardiovascular technologists and technicians or to provide supplemental training for persons previously or currently employed in this occupation.

The content includes but is not limited to communication and interpersonal skills, overview of human anatomy and physiology with emphasis on cardiac and vascular systems, medical terminology and transcription, patient care techniques, medical instrumentation, cardiovascular drugs, interpretation of monitoring and testing results, medical ethics, cardiac wellness and rehabilitation, safe and efficient work practices, CPR, Basic Life Support (BLS) and employability skills.

This cluster of programs focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of three occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	MEA0540	EKG Aide	75 hours	31-9099
C	MEA0541	EKG Technician	300 hours	29-2031

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## **Special Notes**

Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

A voluntary national certification is available through an exam offered by the National Health Career Association, 194 Rt. 46 East, Fairfield, NJ 07004 (973/244-0023) To be eligible students must;

1. Have a High School Diploma or equivalency and have completed an NHA approved training program.

OR

2. Have a High School Diploma or equivalency and have worked in the field for a minimum of one year.

Outcomes 01-16 are referred to as the Health Career Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio. The Core should be taken first or concurrently with the first course in the program.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on

the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on

different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Describe the cardiovascular system.
- 18.0 Identify legal and ethical responsibilities of an EKG aide.
- 19.0 Demonstrate knowledge of, apply and use medical instrumentation modalities.
- 20.0 Perform patient care techniques in the health care facility.
- 21.0 Recognize normal and abnormal monitoring and testing results.
- 22.0 Describe cardiovascular drugs, their actions, use, and adverse effects.
- 23.0 Demonstrate knowledge of other cardiovascular diagnostic modalities.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:           Electrocardiograph Technology**  
**PSAV Number:           H170208**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team. Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.05 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.06 Identify characteristics of effective teams.
  - 01.07 Recognize methods for building positive team relationships.
  - 01.08 Analyze attributes and attitudes of an effective leader.
  - 01.09 Recognize factors and situations that may lead to conflict.
  - 01.10 Demonstrate effective techniques for managing team conflict.
  - 01.11 Describe factors that influence the current delivery system of healthcare.
  - 01.12 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Develop basic speaking and active listening skills.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 02.04 Respond to verbal and non-verbal cues.
  - 02.05 Compose written communication using correct spelling, grammar, a formatting and confidentiality.
  - 02.06 Use appropriate medical terminology and abbreviations.



- 02.07 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.08 Recognize the importance of patient/client education regarding health care.
  - 02.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.10 Recognize elements of communication using a sender-receiver model.
  - 02.11 Distinguish between and report subjective and objective information.
  - 02.12 Report relevant information in order of occurrence.
  - 02.13 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 02.14 Locate, organize and reference written information from various sources. CM 3.0
  - 02.15 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 02.16 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 02.17 Apply active listening skills to obtain and clarify information. CM 7.0
  - 02.18 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 02.19 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework in Florida Statutes 456 and 464, and the Florida Administrative Code, Chapter 64B9 of the health care occupation.
  - 03.02 Explain practices that could result in malpractice, liability and/or negligence.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the patients' "Bill of Rights."
  - 03.06 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Describe informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a Code of Ethics consistent with the health care occupation.
  - 03.12 Identify and compare personal, professional and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers.
  - 03.14 Recognize and report illegal and/or unethical practices of health care workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
  - 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts – The student will be able to:

- 04.01 Develop a basic understanding of the structure and function of the body systems.
  - 04.02 Describe strategies for prevention of diseases including health screenings and examinations.
  - 04.03 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.04 Identify psychological reactions to illness including defense mechanisms.
  - 04.05 Identify complementary and alternative health practices.
  - 04.06 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.07 Explain basic concepts of positive self image, wellness and stress.
  - 04.08 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.09 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.10 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Study the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings. *(Methods are to be taught within the appropriate scope of practice for each specific health program. Students must not practice any methods outside the appropriate scope of practice set for that health occupation.)*
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss Joint Commission (JCAHO) patient safety goals. ([www.JCAHO.org](http://www.JCAHO.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.

- 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe the uses of computers in health care.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Recognize technology applications in healthcare.
  - 08.04 Interpret information from electronic medical documents.
  - 08.05 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
  - 08.06 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 08.07 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
  - 08.08 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search and complete a job application form correctly.
  - 09.06 Demonstrate competence in job interview techniques.
  - 09.07 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 09.08 Identify acceptable work habits.
  - 09.09 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
  - 09.10 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).

- 09.11 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 09.12 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
  - 09.13 Evaluate and compare employment opportunities that match career goals. ECD 6.0
  - 09.14 Identify and exhibit traits for retaining employment. ECD 7.0
  - 09.15 Identify opportunities and research requirements for career advancement. ECD 8.0
  - 09.16 Research the benefits of ongoing professional development. ECD 9.0
  - 09.17 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing. (H)B1.2
- 11.0 Demonstrate math and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs using functions and data. AF3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make and use measurements in both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Organize and communicate the results obtained by observation and experimentation.
  - 11.08 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.09 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.10 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.11 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills. – The students will be able to:

- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF2.9
  
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
  - 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL 3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 13.05 Maintain financial records. FL3.3
  - 13.06 Read and reconcile financial statements. FL3.4
  - 13.07 Research, compare and contrast investment opportunities. FL4.0
  
- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
  - 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
  
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
  - 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
  
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
  - 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0

**Course Number: MEA0540**  
**Occupational Completion Point: B**  
**EKG Aide – 75 Hours – SOC Code 31-9099**

- 17.0 Describe the cardiovascular system.--The student will be able to:
- 17.01 Locate the heart and surrounding structures.
  - 17.02 Diagram and label the parts of the heart and list the functions of each labeled part.
  - 17.03 Trace the flow of blood through the cardiopulmonary system.
  - 17.04 Identify and describe the electrical conduction system.
- 18.0 Identify legal and ethical responsibilities of an EKG aide.--The student will be able to:
- 18.01 Recognize and practice legal and ethical responsibilities as they relate to an EKG aide.
  - 18.02 Maintain a safe and efficient work environment.
  - 18.03 Maintain EKG equipment so it will be safe and accurate.
  - 18.04 Implement appropriate JCAHO patient safety goals.
- 19.0 Demonstrate knowledge of, apply and use medical instrumentation modalities.--The student will be able to:
- 19.01 Calibrate and standardize the cardiograph instrument.
  - 19.02 Identify three types of lead systems.
  - 19.03 State Einthoven's triangle.
  - 19.04 Demonstrate proper lead placement including lead placement for patients with special needs.
  - 19.05 Identify artifacts and mechanical problems.
  - 19.06 Perform a 12 lead EKG.
  - 19.07 Recognize normal sinus rhythm.
  - 19.08 Report any rhythm that is not normal sinus rhythm.
  - 19.09 Recognize a cardiac emergency as seen on the EKG.
  - 19.10 Use documentation skills to identify electrocardiographs.
- 20.0 Perform patient care techniques in the health care facility.--The student will be able to:
- 20.01 Describe the physical and mental preparation of the patient for EKG testing.
  - 20.02 Identify patient and verify the requisition order.
  - 20.03 Prepare patient for EKG testing.
  - 20.04 Measure and record patient's vital signs and recognize and report abnormalities.
  - 20.05 State precautions required when performing an EKG.

**Course Number: MEA0541**  
**Occupational Completion Point: C**  
**EKG Technician – 300 Hours – SOC Code 29-2031**

- 21.0 Recognize normal and abnormal monitoring and testing results.--The student will be able to:
- 21.01 Measure waves, segments, complexes, rates and intervals.

- 21.02 Identify electrical axis.
  - 21.03 List purposes for pacemakers and indications for insertion.
  - 21.04 Recognize normal and deviations from normal sinus rhythms.
  - 21.05 Recognize normal and deviations from normal atrial rhythms.
  - 21.06 Recognize normal and deviations from normal atrio-ventricular rhythms.
  - 21.07 Recognize normal and deviations from normal ventricular rhythms.
  - 21.08 Recognize normal and deviations from normal types of heart blocks.
  - 21.09 Recognize normal and deviations from normal pacemaker rhythms.
  - 21.10 Recognize normal and deviations from normal types of myocardial ischemia and infarction.
  - 21.11 Recognize normal and deviations from normal atrial and ventricular hypertrophies.
  - 21.12 Recognize normal and deviations from normal extrasystole and other rare phenomena.
  - 21.13 Recognize normal and deviations from normal 12 lead EKG results.
  - 21.14 Recognize and describe AV block.
- 22.0 Describe cardiovascular drugs, their actions, use and adverse effects.--The student will be able to:
- 22.01 Describe mechanisms by which cardiovascular drugs work.
  - 22.02 List common cardiovascular drugs.
  - 22.03 Identify and respond to cardiac emergency.
  - 22.04 State actions and adverse effects of commonly used cardiovascular drugs.
  - 22.05 Differentiate between normal and abnormal EKG changes due to drugs.
- 23.0 Demonstrate knowledge of other cardiovascular diagnostic modalities.--The student will be able to:
- 23.01 Describe the Holter monitoring and scanning exercise treatment.
  - 23.02 Describe other modalities of cardiovascular diagnosis and interpretation.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Basic X-Ray Machine Operator  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170209
CIP Number	0351090702
Grade Level	30, 31
Standard Length	650 hours
Teacher Certification	Tec X-Ray @ 7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2034 Radiologic Technologists
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### 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 prepare students for employment as Basic X-ray Machine Operator or SOC 29-2034 (Radiologic Technologists and Technicians)



The content includes but is not limited to patient care, radiation protection, patient positioning, radiographic equipment and accessories, image production and evaluation, administrative and personal competence, and communication and employability skills. Legal and ethical responsibilities, health-illness concepts, emergency procedures, including CPR, first aid, safety and security procedures, medical terminology, and anatomy and physiology are basic to all health occupation programs.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of 2 occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	RTE0095	Basic X-Ray Machine Operator 1	280 hours	29-2034
	RTE0097	Basic X-Ray Machine Operator 2	280 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The program sponsor should be familiar with the guidelines and requirements of a limited radiography program developed by the Joint Review Committee on Education in Radiologic Technology. Program completers will be eligible to take the Florida certification examination administered by the Florida Department of Health. Florida requires licensing of Basic X-Ray Machine Operators by the DOH. Articulation into the Radiography program should be considered in planning this program.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, (HOSA) Inc., is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10.0, Language 10.0, and Reading 10.0. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College

must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## Standards

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Provide basic patient care.
- 18.0 Demonstrate communication skills.
- 19.0 Demonstrate the ability to provide patient instruction and care as it relates to radiology.
- 20.0 Demonstrate proper radiation protection to patients, self and others.
- 21.0 Demonstrate an understanding of the use of contrast media in radiographic studies.
- 22.0 Demonstrate an understanding of how to properly position patients for prescribed radiographic studies.
- 23.0 Demonstrate the ability to operate and maintain radiographic equipment/accessories.
- 24.0 Demonstrate an understanding in selecting the manual technique necessary to produce quality radiographs.
- 25.0 Demonstrate knowledge of how to process radiographic films and maintain processing equipment.
- 26.0 Demonstrate knowledge necessary to evaluate x-ray film quality.
- 27.0 Demonstrate knowledge of how to perform managerial activities.
- 28.0 Demonstrate knowledge of how to develop personal/professional competence.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Basic X-Ray Machine Operator**  
**PSAV Number: H170209**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

01.0 Demonstrate knowledge of the health care delivery system and health occupations – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root-cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS – The student will be able to:



- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: RTE0095****Occupational Completion Point: B****Basic X-Ray Machine Operator 1 – 280 Hours – SOC Code 29-2034**

- 17.0 Provide patient care--The student will be able to:
- 17.01 Preserve patient's dignity and privacy.
  - 17.02 Address the needs of elderly patients.
  - 17.03 Address the needs of pediatric patients.
  - 17.04 Address the needs of trauma patients.
  - 17.05 Address the needs of handicapped patients.
  - 17.06 Take and record patient's vital signs.
  - 17.07 Use aseptic techniques.
  - 17.08 Identify emergency situations.
  - 17.09 Identify emergency evacuation procedures.
- 18.0 Demonstrate communication skills--The student will be able to:
- 18.01 Establish patient rapport.
  - 18.02 Confirm doctor's verbal orders.

- 18.03 Confirm doctor's written orders.
  - 18.04 Use effective communication with patients.
  - 18.05 Obtain pertinent and relevant patient information to assist in the diagnosis.
- 19.0 Demonstrate the ability to provide patient instruction and care as it relates to radiology--  
The student will be able to:
- 19.01 Explain radiographic procedure(s) to patient.
  - 19.02 Interview patients for possible sensitivity to contrast media.
  - 19.03 Provide for patients' comfort as related to radiologic procedures.
  - 19.04 Check integrity of all equipment attached to patients.
  - 19.05 Prepare patients properly for radiograph/contrast media examinations.
  - 19.06 Select contrast media equipment.
  - 19.07 Confirm patients' preparation for contrast media exam.
  - 19.08 Prepare contrast media.
  - 19.09 Assist physician in administering contrast media.
  - 19.10 Identify and report patient reaction to contrast media.
  - 19.11 Attend to post-examination needs of patients.
  - 19.12 Evaluate and apply first aid procedures in a trauma situation.
  - 19.13 Implement appropriate The Joint Commission patient safety goals.
- 20.0 Demonstrate proper radiation protection to patients, self and others--The student will be able to:
- 20.01 Explain biological effects of ionizing radiation.
  - 20.02 Question female patients concerning the possibility of pregnancy and document in patients' charts.
  - 20.03 Identify and select proper PB shielding (gonadal, thyroid, eye).
  - 20.04 Select appropriate film/screen combination (fastest without compromising quality of image).
  - 20.05 Determine shortest possible exposure time.
  - 20.06 Identify and use personnel radiation monitoring devices properly.
  - 20.07 Identify and select proper immobilization/protective devices.
  - 20.08 Stand behind protective barrier during exposure.
  - 20.09 Secure the area prior to taking radiograph.
  - 20.10 Minimize repeat radiographs.
  - 20.11 Identify and use the principles of time, distance, and shielding.
  - 20.12 Utilize collimation/restriction of primary x-ray beam, to limit the area being exposed by radiation.
- 21.0 Demonstrate an understanding of the use of contrast media in radiographic studies--The student will be able to:
- 21.01 Interview patients for possible sensitivity to contrast media.
  - 21.02 Select contrast media equipment.
  - 21.03 Confirm patients' preparation for contrast media exam.
  - 21.04 Prepare contrast media.
  - 21.05 Assist physician in administering contrast media.
  - 21.06 Identify and report patient reaction to contrast media.
  - 21.07 Recognize and respond to patients' reactions to contrast media.

- 22.0 Demonstrate an understanding of how to properly position patients for prescribed radiographic studies--The student will be able to:
- 22.01 Identify the anatomy and physiology and use appropriate medical terminology for the part to be radiographed.
  - 22.02 Locate the anatomical landmarks and utilize the appropriate landmarks when doing radiographs.
  - 22.03 Apply appropriate immobilization devices as necessary.
  - 22.04 Apply positioning aids (sponges, compression bands, film/cassette holders, tape, etc.).
  - 22.05 Apply lead blockers/strips/shields.
  - 22.06 Position patients for radiographs of the following: upper and lower extremities, abdomen, spine, skull, chest, sinuses, contrast media studies, and foreign body localization.
  - 22.07 Demonstrate appropriate positioning for pediatric radiographic examinations.
  - 22.08 Demonstrate care and proper PB shielding of pediatric patients.
  - 22.09 Instruct patient in proper breathing technique for the anatomical part being x-rayed (inspiration and expiration).
  - 22.10 Use appropriate radiographic terminology.

**Course Number: RTE0097**

**Occupational Completion Point: B**

**Basic X-Ray Machine Operator 2 – 280 Hours – SOC Code 29-2034**

- 23.0 Demonstrate the ability to operate and maintain radiographic equipment/accessories--The student will be able to:
- 23.01 Activate equipment (properly warm-up x-ray tube to prevent damage).
  - 23.02 Select appropriate film/screen combinations.
  - 23.03 Select appropriate film holder size and type of cassette (i.e. 8X10/10X12, screen/grid, etc).
  - 23.04 Apply correct lead markers (Lt, Rt, upright, decub, etc.) prior to exposure.
  - 23.05 Place cassette appropriately (lengthwise or crosswise).
  - 23.06 Maneuver radiographic tables and tubes.
  - 23.07 Handle exposed film/holder appropriately.
  - 23.08 Maintain radiographic tables in operable condition.
  - 23.09 Store unexposed film properly (open and closed boxes of film).
  - 23.10 Clean film holders, including screens.
  - 23.11 Replace collimator light bulb.
  - 23.12 Identify and report basic radiographic equipment malfunctions.
  - 23.13 Organize, maintain cleanliness, and keep radiographic room adequately stocked with necessary supplies.
  - 23.14 Demonstrate proper use of radiolucent and radiopaque accessories and techniques.
- 24.0 Demonstrate an understanding in selecting the manual technique necessary to produce quality radiographs--The student will be able to:
- 24.01 Set proper radiographic source image distance (table top or bucky).
  - 24.02 Adjust collimator.
  - 24.03 Properly measure patient with calipers.

- 24.04 Consult technique chart.
  - 24.05 Select bucky/non-bucky control.
  - 24.06 Set kV control.
  - 24.07 Set mA control.
  - 24.08 Set timer control.
  - 24.09 Expose radiographs.
- 25.0 Demonstrate knowledge of how to process radiographic films and maintain processing equipment--The student will be able to:
- 25.01 Clean chemical tanks periodically.
  - 25.02 Replenish chemicals properly.
  - 25.03 Check and maintain developer temperature.
  - 25.04 Secure developing room (free of light leaks).
  - 25.05 Remove film from film cassette properly.
  - 25.06 Place patient identification on film.
  - 25.07 Perform daily maintenance for automatic processor.
  - 25.08 Start up automatic processor.
  - 25.09 Insert exposed film into automatic processor.
  - 25.10 Reload and store cassettes properly.
  - 25.11 Remove dry film.
  - 25.12 Identify and report film processor malfunctions.
- 26.0 Demonstrate knowledge necessary to evaluate x-ray film quality--The student will be able to:
- 26.01 Place film in correct anatomical position on view box.
  - 26.02 Determine image sharpness.
  - 26.03 Determine proper contrast.
  - 26.04 Determine proper density.
  - 26.05 Evaluate anatomical positioning.
  - 26.06 Identify film artifacts and their possible causes.
  - 26.07 Confirm patient identification on film.
  - 26.08 Confirm anatomical areas with Pb markers (exposed on film).
  - 26.09 Confirm that the film demonstrates all anatomical structures and are visible for the radiographic study ordered by the physician.
  - 26.10 Review film with supervisor.
  - 26.11 Identify possible causes of radiographic errors.
  - 26.12 Verify proper number of films and anatomical positions radiographed.
- 27.0 Demonstrate knowledge of how to perform managerial activities--The student will be able to:
- 27.01 Order radiographic supplies.
  - 27.02 Order office/clerical supplies.
  - 27.03 File radiographic reports.
  - 27.04 Maintain radiographic film files and purge outdated film.
  - 27.05 Schedule patients' examinations.
  - 27.06 Prepare and process incident reports.
  - 27.07 Demonstrate knowledge of basic computer skills.

- 27.08 Know the physicians' standards when calling and/or send radiographic report(s) to appropriate personnel.
- 27.09 Properly prepare and process x-ray requisitions.
- 28.0 Demonstrate knowledge of how to develop personal/ professional competence--The student will be able to:
  - 28.01 Maintain current knowledge of technological developments.
  - 28.02 Interpret and comply with standard operating procedures.
  - 28.03 Know and comply with legal standards for Basic X-ray Machine Operator.
  - 28.04 Know and comply with state regulations and laws for Basic X-ray Machine Operator.
  - 28.05 Determine personal liability needs for Basic X-ray Machine Operator.
  - 28.06 Maintain professional radiologic standards.
  - 28.07 Practice proper body mechanics related to radiologic situations.
  - 28.08 Maintain state licensure and affiliation with professional organizations.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title: Surgical Technology**  
**Program Type: Career Preparatory**  
**Career Cluster: Health Science**

PSAV	
Program Number	H170211
CIP Number	0351090905
Grade Level	30, 31
Standard Length	1330 hours
Teacher Certification	PRAC NURSE @7 G *(Registered Nurse) OPR RM TEC @7 G REG NURSE 7 G OPR REG NURSE 7 G SURG TECH 7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2055 Surgical Technologists
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 11 Reading: 11

### 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 program is designed to prepare students for employment as surgical technologists SOC 29-2055. Selected portions of this program may be utilized to provide additional skills to enable nursing graduates to become employable in operating rooms as surgical technologists. The program should meet the requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or Accrediting Bureau of Health Education Schools (ABHES).

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to communication and interpersonal skills, legal and ethical responsibilities, anatomy, physiology, pathophysiology, microbiology, aseptic techniques, patient care procedures, surgical technology procedures, patient safety, use and care of equipment and supplies, CPR, Heartsaver, employability skills, and basic computer literacy. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Program Structure**

This program is a planned sequence of instruction consisting of three occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	STS0015	Central Supply Technician	210 hours	31-9099
C	STS0010	Surgical Technologist 1	343 hours	29-2055
	STS0011	Surgical Technologist 2	343 hours	
	STS0012	Surgical Technologist 3	344 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program.



In a simulated surgical environment, students practice preparing, setting up and maintaining a sterile field, sterilization and disinfection procedures, preparation of supplies and equipment for surgery, and patient preparation.

Clinical learning experiences in an operating room and related areas are an integral part of this program.

It is strongly recommended that a teacher to student ratio of 1:6 be held in the laboratory setting.

Equipment and supplies must be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

After successful completion of a Commission on Accreditation of Allied Health Education Programs (CAAHEP ) or Accrediting Bureau of Health Education Schools (ABHES) accredited program, students are eligible to take the National Board of Surgical Technologist and Surgical Assisting (NBSTSA), Certified Surgical Technologist exam.

Please contact NBSTSA for more information on this exam:

National Board of Surgical Technologist and Surgical Assisting (NBSTSA)

<http://nbstsa.org/>

6 West Dry Creek Circle, Suite 100 Littleton, Colorado 80120

**Toll-free:** (800) 707-0057

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate Central Supply Skills
- 18.0 Use communication and interpersonal skills as related to surgical technology.
- 19.0 Demonstrate an understanding of the basic sciences related to surgical technology.
- 20.0 Demonstrate knowledge of pharmacology and math calculation principles related to the surgical environment
- 21.0 Describe and practice safety measures in the surgical environment.
- 22.0 Perform patient care procedures related to the surgical environment and describe methods for meeting patients' needs.
- 23.0 Demonstrate knowledge of the skills necessary to function safely and effectively.
- 24.0 Demonstrate knowledge of and assist with surgical procedures.
- 25.0 Demonstrate an understanding of legal and ethical responsibilities specific to surgical technology.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Surgical Technology**  
**PSAV Number: H170211**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

01.0 Demonstrate knowledge of the health care delivery system and health occupations – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root-cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS – The student will be able to:



- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict.
  - 16.07 Demonstrate effective techniques for managing team conflict

**Course Number: STS0015**

**Occupational Completion Point: B**

**Central Supply Technician – 210 Hours – SOC Code 31-9099**

- 17.0 Demonstrate central supply skills. –The student will be able to:
- 17.01 Apply the principles of medical/surgical asepsis
  - 17.02 Apply infection control techniques following Center for Disease Control (CDC) guidelines.
  - 17.03 Inspect equipment and supplies for condition and quantity.
  - 17.04 Identify principles and demonstrate techniques of disinfection and sterilization.
  - 17.05 Identify/correct and/or report package integrity.
  - 17.06 Decontaminate instruments equipment and environment.
  - 17.07 Replenish supplies and equipment.
  - 17.08 Identify instruments, equipment and supplies for any surgical procedure.
  - 17.09 Demonstrate the ability to package goods and supplies as required.
  - 17.10 Describe various supply distribution methods.
  - 17.11 Demonstrate ability to label items correctly.
  - 17.12 Discuss and use various inventory control systems.

17.13 Demonstrate case cart preparation and management.

**Course Number: STS0010**

**Occupational Completion Point: C**

**Surgical Technologist 1 – 343 Hours – SOC Code 29-2055**

Surgical Technology--Students completing intended outcomes 18-24 will meet the qualifications of the occupational completion point as Surgical Technologists. After successful completion of an approved program, students are eligible to take the Association of Surgical Technologists National Certification Examination..

18.0 Use communication and interpersonal skills as related to surgical technology. – The student will be able to:

18.01 Use various forms of communication in the role of surgical technologist.

18.02 Maintain current documentation in the clinical setting.

18.03 Demonstrate proper use of the intercom.

19.0 Demonstrate an understanding of the basic sciences related to surgical technology. – The student will be able to:

19.01 Describe the concepts of microbiology and relate key principles to the surgical environment.

19.02 Relate anatomy and physiology, to surgical procedures.

19.03 Apply the principles of medical/surgical asepsis to surgery.

19.04 Apply infection control techniques following Center for Disease Control (CDC) guidelines for surgery

19.05 Discuss the principles of electricity and robotics as they relate to surgery.

20.0 Demonstrate knowledge of pharmacology and math calculation principles related to the surgical environment.-The student will be able to:

20.01 Describe pharmacological concepts relative to the administration of all anesthesia types.

20.02 Define both pharmacokinetics and pharmacodynamics.

20.03 Identify classification, actions, and effects, of common drugs used at the field, and within the surgical environment.

20.04 Identify correct medication form and method of application.

20.05 Apply the six rights of medication administration.

20.06 Measure and pour sterile solutions.

20.07 Label properly all fluids and medications within the sterile field

20.08 Apply correct mathematical skills related to dosage available versus dosage needed, when drawing up or accepting medications.

20.09 Apply correct unit of measure for each medication.

20.10 Verify correct medication doses with circulator.

20.11 Construct medication ratio and proportions correctly for surgeon use.

20.12 Define the appropriate methods of transferring and accepting medications onto the sterile field.

20.13 Analyze and assemble correctly all medication supplies, for each drug to be used on the sterile field.

- 20.14 Maintain an accurate account of amount of each medication used at the field.
- 21.0 Describe and practice safety measures in the surgical environment. – The student will be able to:
- 21.01 Inspect emergency equipment and supplies for condition and quantity.
  - 21.02 Check electrical equipment in the operating room.
  - 21.03 Identify appropriate safety measures for laser surgery.
  - 21.04 Implement appropriate Joint Commission patient safety goals.
  - 21.05 Describe the role of the surgical technologist in a disaster situation.

**Course Number: STS0011**

**Occupational Completion Point: C**

**Surgical Technologist 2 – 343 Hours – SOC Code 29-2055**

- 22.0 Assist the RN circulator with patient care procedures related to the surgical environment and describe methods for meeting patient's needs. – The student will be able to:
- 22.01 Perform patient transfer/transportation techniques used in the operating room.
  - 22.02 Assist with positioning and apply safety devices to the patient for surgery
  - 22.03 Ground patient and connect electrosurgical cautery unit.
  - 22.04 Describe the roles of anesthesiologist and circulating nurse during induction.
  - 22.05 Prepare the operative site.
  - 22.06 Perform steps for foley catheter insertion and connecting to drainage
  - 22.07 Apply sterile dressing and bandage.
- 23.0 Demonstrate knowledge of the skills necessary to function safely and effectively. – The student will be able to:
- 23.01 Select and verify instruments, equipment and supplies, including any implants needed for surgical procedures using surgeon preference/procedure cards including those identified as “have available/hold items” . .
  - 23.02 Measure and pour sterile solutions.
  - 23.03 Perform surgical scrub.
  - 23.04 Put on sterile gown and gloves.
  - 23.05 Drape tables and solution stands.
  - 23.06 Set up sterile mayo stand and instrument table.
  - 23.07 Prepare sutures, ligatures, ties.
  - 23.08 Prepare, pass, and monitor amount given for medications used on the sterile field.
  - 23.09 Assist surgeon in gowning and gloving.
  - 23.10 Assist in draping patient, pass instruments, monitor field.
  - 23.11 Identify/correct and/or report breaks in aseptic technique.
  - 23.12 Monitor body fluids, e.g. blood loss, ascites.
  - 23.13 Perform complete counts with R.N.
  - 23.14 Identify principles and demonstrate techniques of disinfection and sterilization.
  - 23.15 Assist in removing/applying cast.
  - 23.16 Assist in maintaining retraction, cutting suture and holding instruments as directed by the surgeon in the second assistant role.
  - 23.17 Prepare specimen for laboratory analysis.

- 23.18 Decontaminate instruments equipment and environment.
- 23.19 Replenish supplies and equipment.
- 23.20 Describe how to update procedure/preference cards.
- 23.21 Apply electrical knowledge to safe patient care practices in surgery.

**Course Number: STS0012**

**Occupational Completion Point: C**

**Surgical Technologist 3 – 344 Hours – SOC Code 29-2055**

- 24.0 Demonstrate knowledge of and assist with surgical procedures. – The student will be able to:
  - 24.01 Identify preoperative diagnosis, common complications, and operative pathology relating to specific surgical procedures.
  - 24.02 List and describe types of incisions and wound closures.
  - 24.03 Describe the usual sequence of a common surgical procedure.( i.e. incision into the anatomy, dissection of the anatomy and closing of the anatomy.)
  - 24.04 Demonstrates the ability to select the appropriate instrument, equipment, or supply for each step of the procedure.
  - 24.05 Demonstrates proper cost effective methods including the ability to identify “have available/hold items”..
  
- 25.0 Demonstrate an understanding of legal and ethical responsibilities specific to surgical technology. – The student will be able to:
  - 25.01 State methods, standards and aids that assist a surgical technologist with interpreting and following legal responsibilities.
  - 25.02 Describe the role of the surgical technologist in the healthcare setting. Provide health care within the ethical/legal framework of the surgical technologist’s role.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Central Sterile Processing Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170220
CIP Number	0351101200
Grade Level	30,31
Standard Length	900 hours
Teacher Certification	CENT SERV TECH 7 G OPR REG NURSE 7 G SURG TECH 7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 31-9093 Medical Equipment Preparers
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9.0 Language: 9.0 Reading: 9.0

### 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.

This program is designed to prepare students for employment as supervisors, central supply, central supply workers, ambulatory surgery processors, surgical instrument processors, gastrointestinal (GI) flexible endoscope reprocessors, case cart technicians, inventory technicians, processing technicians, stock clerks: stock room or warehouse, sterilizers, central service technicians SOC Code 43-5081 (stock clerks and order fillers)

The content includes but is not limited to central services departmental organization and function; basic anatomy, physiology, microbiology and chemistry related to central service activities; quality assurance; infection control and isolation techniques, principles of safety; principles, methods and controls of sterilization processes; cleaning, processing, packaging, distributing, storing, and inventory control of sterile goods, instruments, trays, and equipment; medical terminology; surgical instrumentation; basic computer skills, interpersonal and job seeking skills, fundamentals of communication, case cart management, laparoscopic specialty, orthopedic specialty, flexible scope processing, shift supervisory skills and procurement of supplies and equipment.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	STS0013	Central Sterile Processing Technician	410 hours	31-9093
	STS0014	Central Service Materials Management	400 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Inquiries about a voluntary certification for sterile processing and distribution may be made to:

International Association of Hospital Central Service Materiel Management (IAHCSMM)

<http://www.iahcsmm.org/>

213 West Institute Place, Suite 307, Chicago, IL 60610

Toll Free: 800-962-8274

OR

Certification Board for Sterile Processing and Distribution, Inc (CBSPD)

<http://www.sterileprocessing.org/cbspd.htm>

2 Industrial Park Road-Suite 3

Alpha, NJ 08865

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations programs at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills (if applicable)**



In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

## **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate the roles and responsibilities of the central supply worker.
- 18.0 Recognize basic principles of microbiology.
- 19.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items.
- 20.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers.
- 21.0 Describe how central service is involved in controlling infections in hospitals.
- 22.0 Explain the purpose of Occupational Safety and Health Act (OSHA).
- 23.0 Describe supply distribution systems and the principles of inventory control.
- 24.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the specialty.
- 25.0 Demonstrate the ability to recall and dispose of or reprocess outdated sterile supplies.
- 26.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel.
- 27.0 Identify fundamentals of procurement skills.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Central Sterile Processing Technology**  
**PSAV Number: H170220**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

01.0 Demonstrate knowledge of the health care delivery system and health occupations – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s My Plate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills – The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: STS0013**

**Occupational Completion Point: B**

**Central Sterile Processing Technician– 410 Hours – SOC Code 31-9093**

- 17.0 Demonstrate the roles and responsibilities of the central supply worker. The student will be able to:
- 17.01 Describes professional standards related to personal hygiene and dress codes.
  - 17.02 Identifies relevant federal, state, and local guidelines, standards and regulations.
  - 17.03 Describes the function and workflow of the sterile processing department.
  - 17.04 Apply ergonomic considerations and appropriate body mechanics for lifting, turning, pulling, pushing, and reaching.
  - 17.05 Apply policies and procedures related to sterile processing functions (safety, infection control, disaster control, disaster, MSDS, incident reports, etc).
  - 17.06 Describes importance of following device, equipment, instrument or supply manufacturer's instructions for processing, operation, and troubleshooting.
- 18.0 Recognize basic principles of microbiology -- The student will be able to:



- 18.01 Identify the main categories of microorganisms.
  - 18.02 Describe the life functions of microorganisms.
  - 18.03 Describe conditions affecting the growth of bacteria.
  - 18.04 Describe special methods used to destroy harmful microorganisms.
  - 18.05 List the helpful microorganisms.
  - 18.06 Describe how the body controls the growth of pathogenic microorganisms.
  - 18.07 Identify pathogenic microorganisms found in central service departments.
  - 18.08 Identify terminology related to microbiology.
- 19.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items -- The student will be able to:
- 19.01 Describe the importance of thorough cleaning to the overall objectives of making items safe for patient use.
  - 19.02 Explain the importance of following manufacturers' instructions in cleaning each item for reprocessing.
  - 19.03 Describe the cleaning process for instruments, syringes, needles, rubber goods and equipment
  - 19.04 Describe the mechanism of action for ultrasonic machines and washer/sterilizers-
  - 19.05 Define processes for CJD Decontamination
  - 19.06 Distinguish correct reprocessing policies related to single use, limited use, versus reusable items.
  - 19.07 Demonstrate flexible endoscopic decontamination and leak testing.
  - 19.08 Demonstrates decontamination and proper handling of rigid scopes.
  - 19.09 Describe decontamination methods for drill systems and batteries
  - 19.10 Describe the function of case cart washers, and alternative methods of cleaning.
  - 19.11 Describe the need for testing and monitoring all decontamination machines for proper function and cleaning agents.
  - 19.12 Explain the importance of using correct chemicals for cleaning in regards to water quality, PH, filters, softeners, enzymes, lubricants.
  - 19.13 Describe the types, characteristics, and uses of chemicals, solutions, and gases utilized for decontamination. (Detergents, disinfectants, enzymatics, germicides).
  - 19.14 Describe the types of sterilizers and methods of sterilization.
  - 19.15 Demonstrate the process of decontamination for instrumentation and equipment.
  - 19.16 Describe the factors affecting decontamination (water temperature, loading procedures, water impurities, opening and disassembling)
  - 19.17 Describe the primary objectives in selecting the correct packaging materials for both the individual item and the sterilization method to be used.
  - 19.18 Describe the principles of packaging.
  - 19.19 Describe the characteristics of packaging materials in relationship to sterilization methods.
  - 19.20 Describe the principles of linen pack and tray construction/assembly.
  - 19.21 Describe the recommended labeling methodologies.
  - 19.22 Demonstrate the wrapping of procedures trays, instruments and other supplies.
  - 19.23 Explain the principles involved in loading different kinds of wrapped packs or packages into a sterilizer to be assured of steam or gas penetration.
  - 19.24 Recognize equipment malfunction and list corrective actions.
  - 19.25 Describe how sterile supplies should be handled.
  - 19.26 Identify basic surgical instruments and accessories.

- 20.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers --  
The student will be able to:
- 20.01 Describe the types of sterilization, sterilization cycles, and parameters for each.
  - 20.02 Describe the importance of the manufacturer's recommendations for the safe operation of each type of sterilizer.
  - 20.03 Describe the methods of sterilization monitoring.
  - 20.04 Demonstrate the process of preparing and documenting the sterilizer load contents for each sterilizer correctly according to the manufacturer's recommendations.
  - 20.05 Demonstrate the operation, testing, and monitoring of sterilizers.
  - 20.06 Demonstrate the ability to interpret and document monitoring devices, printouts, and charts accurately for each sterilization system utilized.
  - 20.07 Identify the standards for, and facility policy regarding, frequency of monitoring for all sterilizers.
- 21.0 Describe how central service is involved in controlling infections in hospitals -- The student will be able to:
- 21.01 Describe nosocomial infections.
  - 21.02 Describe the types of isolation.
  - 21.03 Describe the organization and functions of CS.
  - 21.04 Describe the CS responsibilities for infection control and traffic patterns when in the operating room and other departments.
  - 21.05 Identify proper storage and transportation standards for supplies in the facility (receivables, sterile, clean, or contaminated).
  - 21.06 Describe the organizational patterns of health care facilities.
- 22.0 Explain the purpose of occupational safety and health Act -- The student will be able to:
- 22.01 Describe how employees are protected under OSHA.
  - 22.02 Describe potential workplace hazards in CS. (wet floors, chemicals, fumes, gases, steam, electrical outlets, body fluids, microorganisms, sharps, and medical wastes.)
  - 22.03 Describe the role preventive maintenance plays in patient and personnel safety in the hospital.
  - 22.04 Explain the purpose of Florida's "Right to Know" law and its provisions.
  - 22.05 Describe the protocol for personal injury including the completion of incident/occupancy reports and follow up. Implement appropriate The Joint Commission patient safety goals.
- 23.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the specialty. The student will be able to:
- 23.01 Describe instrument terminology and identify the anatomy of surgical instruments (jaws, shanks, box locks, rings, etc.)
  - 23.02 Describe the types and functions of instruments.
  - 23.03 Describe the types of instrument construction.
  - 23.04 Describe appropriate techniques for inspection and testing of instruments and procedures.

- 23.05 Identify instrumentation and equipment by name and usage.
- 23.06 Describe the methods of instrument identification, marking, and tracking of use.
- 23.07 Describe the configuration of various instrument sets and specialty equipment.
- 23.08 Describes the process regarding the manufacturer's recommendations for instrument and equipment care and handling, operation, maintenance and troubleshooting.

**Course Number: STS0014**

**Occupational Completion Point: B**

**Central Service Materials Management – 400 Hours – SOC Code 31-9093**

24.0 Describe supply distribution systems and the principles of inventory control -- The student will be able to:

- 24.01 Define the benefits of inventory control.
- 24.02 Describe the methods of inventory control.
- 24.03 Compare the advantages and disadvantages of each distribution methods.
- 24.04 Process a requisition marked "stat" - locate article, price, etc.
- 24.05 Describe the process of stock rotation.
- 24.06 Identify the uses of sterility maintenance covers.
- 24.07 Describe the processes for loaner instrumentation and equipment.
- 24.08 Describe the process of product evaluation.
- 24.09 Describe the procedures for tracking the usage of medical/surgical supplies, patient care equipment and specialty carts.
- 24.10 Describe the procedures for documenting supply and equipment charges.
- 24.11 Describe the methods of case cart preparation and the utilization of preference cards.

25.0 Demonstrate the ability to recall and dispose of or reprocess sterile supplies -- The student will be able to:

- 25.01 Explain the factors that affect how long a package can be considered safe for use.
- 25.02 Explain the differences between event related, date related, and manufacturer recommendations.
- 25.03 State the methods of determining expiration dates.
- 25.04 List the steps in reprocessing outdated hospital packaged items.  
List conditions that would make a product unsafe for use
- 25.05 Describe the use of tamper evident seals.
- 25.06 Describe the methods of reprocessing.
- 25.07 Identify standards and facility policies on reprocessing of single use items.
- 25.08 Describe the process of recall for medical/surgical supplies.

26.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel -- The student will be able to:

- 26.01 Identify word elements for medical terms.
- 26.02 Relate anatomical concepts to orthopedic devices and other supplies and equipment issued by the CS Department.

27.0 Identify fundamentals of procurement skills -- The student will be able to:

27.01 Describe procurement system.

27.02 Communicate with other hospitals, facilities, or company representatives for procurement of supplies and equipment.

27.03 Describe several different methods of procurement of supplies.

27.04 Describe basics of receiving items, including documentation of receiving and release to other facilities.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Phlebotomy  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170302
CIP Number	0351100901
Grade Level	30, 31
Standard Length	165 hours
Teacher Certification	PRAC NURSE @7 G *(Registered Nurse) TEC MED !7 G LAB TECH @7 G LAB ASST @7 G MED ASST @7 G PARAMEDIC @7 G REG NURSE 7 G RESP THER @ 7G
CTSO	HOSA
SOC Codes (all applicable)	31-9097 Phlebotomists 31-9099 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	N/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 prepare students for employment as phlebotomists SOC Code 31-9099, Healthcare Support Workers, All other.

The content includes but is not limited to communication, leadership, human relations, and employability skills; performance of safe and efficient work practices in obtaining adequate and correct blood specimens by capillary or venipuncture on adults, children and neonates; maintaining the integrity of the specimen in relation to the test to be performed; preparing blood smears; labeling specimens accurately and completely; collecting timed specimens; promoting the comfort and well-being of the patient while performing blood collecting duties; observing safety policies and procedures; medical terminology; emergency procedures including CPR (Heartsaver); delivering a variety of clinical specimens to the clinical laboratory; sorting and recording specimens received in the laboratory; centrifuging specimens and preparing aliquots of samples according to the designated protocol; distributing samples to appropriate laboratory sections; and preparing collection trays for specimen procurement.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	MEA0520	Phlebotomist	75 hours	31-9097

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

A voluntary national certification is available through an exam offered by:  
The National Health Career Association, 7500 West 160<sup>th</sup> Street Stilwell, Kansas 66085 PH:  
800-499-9092 x8223 Fax: 973-644-4797 [www.nhanow.com](http://www.nhanow.com) To be eligible students must;

1. Have a High School Diploma or equivalency and have completed an NHA approved training program.

OR

2. Have a High School Diploma or equivalency and have worked in the field for a minimum of one year.

Although there is no state licensure required for phlebotomists, graduates with required amounts of work experience may obtain certification from national credentialing agencies such as the American Society of Clinical Pathologists (ASCP) and the American Society of Phlebotomy Technicians (ASPT), and American Medical Technologists (AMT).

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

**Basic Skills**

N/A

**Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

**Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

**Standards**

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

01.0 Demonstrate knowledge of the health care delivery system and health occupations



- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate accepted professional, communication and interpersonal skills.
- 18.0 Discuss phlebotomy in relation to the health care setting.
- 19.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist.
- 20.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances.
- 21.0 Demonstrate skills and knowledge necessary to perform phlebotomy.
- 22.0 Practice infection control following universal (standard) precautions.
- 23.0 Practice accepted procedures of transporting, accessioning and processing specimens.
- 24.0 Practice quality assurance and safety.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Phlebotomy**  
**PSAV Number: H170302**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including universal (standard) precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and/or Safety Data Sheets (SDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including universal (standard) and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: MEA0520**  
**Occupational Completion Point: B**  
**Phlebotomist – 75 Hours – SOC Code 31-9097**

- 17.0 Demonstrate accepted professional, communication, and interpersonal skills. – The student will be able to:
- 17.01 Demonstrate the appropriate professional behavior of a phlebotomist.
  - 17.02 Explain to the patient the procedure to be used in specimen collection.
  - 17.03 Follow approved procedure for labeling of specimens.
  - 17.04 Explain in detail the importance of identifying patients correctly when drawing blood.
  - 17.05 Implement appropriate Joint Commission patient safety goals.
- 18.0 Discuss phlebotomy in relation to the health care setting. – The student will be able to:
- 18.01 List, classify and discuss various departments and services within the health care setting in which the phlebotomist must interact with to obtain laboratory specimens from patients.

- 18.02 Identify the major departments/sections with the clinical laboratory, the major types of procedures run in each department/section, and their specimen requirements.
- 18.03 Describe roles of the major classifications of clinical laboratory personnel (i.e., pathologist, chief/administrative technologist, MLS, MLT, phlebotomist, lab assistant, etc.).
- 19.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist. – The student will be able to:
  - 19.01 Describe and define major body systems with emphasis on the circulatory system.
  - 19.02 List and describe the main superficial veins used in performing venipuncture.
  - 19.03 Identify appropriate sites for capillary/venipuncture and name/find the most desirable one(s).
  - 19.04 Describe the function of the following blood components: erythrocytes, thrombocytes, leukocytes, plasma, and serum.
- 20.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances. – The student will be able to:
  - 20.01 Identify and discuss proper use of appropriate types of equipment needed to collect various clinical laboratory blood specimens by venipuncture.
  - 20.02 Explain the special precautions and types of equipment needed to collect blood from a neonate.
  - 20.03 Identify and discuss proper use of supplies used in collecting microspecimens.
  - 20.04 Identify and discuss the proper use of the various types of anticoagulants, preservatives and gels used in blood collection and the vacuum tube color-codes for these additives.
  - 20.05 Describe the types of patient's specimens that are analyzed in the clinical laboratory and the phlebotomist's role in collecting and/or transporting these specimens to the laboratory.
  - 20.06 Describe substances potentially encountered during phlebotomy which can interfere in analysis of blood constituents.
  - 20.07 Define and utilize correct medical terminology and metric measurement needed for specimen collection.
- 21.0 Demonstrate skills and knowledge necessary to perform phlebotomy. – The student will be able to:
  - 21.01 Recognize a properly completed requisition and apply established protocol for patient and specimen identification.
  - 21.02 Discuss/perform methods for facilitating capillary/venipuncture collection.
  - 21.03 Demonstrate knowledge of established protocol for patient and specimen identification.
  - 21.04 List appropriate antiseptic agents useful in preparing sites for capillary/venipuncture.
  - 21.05 Discuss/perform appropriate methods for preparing a site for capillary or venipuncture.



- 21.06 Perform venipuncture by evacuated tube and syringe systems, demonstrating appropriate use of supplies, proper handling of equipment and specimens, and appropriate patient care.
  - 21.07 Describe the correct order of draw during capillary and venipuncture.
  - 21.08 Perform a capillary puncture using appropriate supplies and techniques for adults, children and neonates.
  - 21.09 Describe the most common complications associated with capillary and venipuncture, their causes, prevention and treatment.
  - 21.10 Describe/perform capillary/venipuncture procedures for disposing of used or contaminated supplies.
  - 21.11 Describe/perform appropriate techniques for making a peripheral blood smear for hematologic evaluation.
- 22.0 Practice infection control following universal (standard) precautions. – The student will be able to:
- 22.01 Define the term "nosocomial infection."
  - 22.02 Describe/practice procedures for infection prevention.
  - 22.03 Discuss/perform isolation procedures.
  - 22.04 Identify potential routes of infection.
- 23.0 Practice accepted procedures of transporting, accessioning and processing specimens. – The student will be able to:
- 23.01 Describe routine procedures for transporting and processing specimens.
  - 23.02 Describe the significance of time constraints for specimen collection and delivery.
  - 23.03 Demonstrate knowledge of accessioning procedures.
  - 23.04 Aliquot samples for testing.
  - 23.05 Follow protocol for accepting verbal test orders.
- 24.0 Practice quality assurance and safety. – The student will be able to:
- 24.01 Distinguish and perform procedures which ensure reliability of test results when collecting blood specimens.
  - 24.02 Demonstrate knowledge of and practice appropriate patient safety.
  - 24.03 Practice safety in accordance with established procedures.
  - 24.04 Follow documentation procedures for work related accidents.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Laboratory Assisting (Postsecondary)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170306
CIP Number	0351080201
Grade Level	30, 31
Standard Length	465 hours
Teacher Certification	TEC MED !7 G LAB TECH @7 G LAB ASST @7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9097 Phlebotomists 29-2012 Medical and Clinical Laboratory Technicians 31-9099 Healthcare Support Workers, All Other 29-2099 Health Technologists and Technicians, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 11 Reading: 11

### 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 prepare students for employment as medical laboratory aides 29-2099.00 - Health Technologists and Technicians, All Other

The content includes but is not limited to communication, interpersonal and professional skills, appropriate scientific principles of microbiology, chemistry, physics, anatomy and physiology integrated into skill development and clinical learning.

### Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	MEA0520	Phlebotomist	75 hours	31-9097
C	MEA0560	Medical Lab Assistant	300 hours	29-2099 29-2012

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National

Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate accepted professional, communication and interpersonal skills.
- 18.0 Discuss phlebotomy in relation to the health care setting.
- 19.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist.
- 20.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances.
- 21.0 Demonstrate skills and knowledge necessary to perform phlebotomy.
- 22.0 Practice infection control following universal (standard) precautions.
- 23.0 Practice accepted procedures of transporting, accessioning and processing specimens.
- 24.0 Practice quality assurance and safety.
- 25.0 Identify the federal and state laws which serve to regulate the provision of laboratory services, including CLIA, Florida Statutes, and Florida Administrative Code.
- 26.0 Demonstrate a basic understanding of ICD and CPT coding Systems.
- 27.0 Demonstrate basic knowledge of microbiology, perform clinical laboratory "WAIVED TESTS".
- 28.0 Demonstrate basic knowledge of urinalysis, perform clinical laboratory "WAIVED TESTS".
- 29.0 Demonstrate basic knowledge of clinical chemistry, perform clinical laboratory "WAIVED TESTS".
- 30.0 Demonstrate basic knowledge of hematology, perform clinical laboratory "WAIVED TESTS".
- 31.0 Successfully complete learning experiences in the clinical setting.

**Program Title: Medical Laboratory Assisting**  
**PSAV Number: H170306**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05** Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.

- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 02.13 Locate, organize and reference written information from various sources. CM 3.0
  - 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
  - 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. –The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the patients' "Bill of Rights."
  - 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Distinguish between express, implied and informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a Code of Ethics consistent with the health care occupation.
  - 03.12 Identify and compare personal, professional and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of health care workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
  - 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
  - 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.



- 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Interpret information from electronic medical documents.
  - 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
  - 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
  - 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search and complete a job application form correctly.
  - 09.06 Demonstrate competence in job interview techniques.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
  - 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
  - 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
  - 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
  - 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
  - 09.15 Research the benefits of ongoing professional development. ECD 9.0

- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills– The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data AF3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.08 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 12.03 Present information formally and informally for specific purposes and audiences. AF2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:

- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL 3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals.FL3.2
  - 13.05 Maintain financial records. FL3.3
  - 13.06 Read and reconcile financial statements. FL3.4
  - 13.07 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: MEA0520**

**Occupational Completion Point: B**

**Phlebotomist – 75 Hours – SOC Code 31-9097**

- 17.0 Demonstrate accepted professional, communication, and interpersonal skills. – The student will be able to:
- 17.01 Demonstrate the appropriate professional behavior of a phlebotomist.

- 17.02 Explain to the patient the procedure to be used in specimen collection.
  - 17.03 Follow approved procedure for labeling of specimens.
  - 17.04 Explain in detail the importance of identifying patients correctly when drawing blood.
- 18.0 Discuss phlebotomy in relation to the health care setting. – The student will be able to:
- 18.01 List, classify and discuss various departments and services within the health care setting with which the phlebotomist must interact to obtain laboratory specimens from patients.
  - 18.02 Identify the major departments/sections within the clinical laboratory, the major types of procedures run in each department/section, and their specimen requirements.
  - 18.03 Describe roles of the major classifications of clinical laboratory personnel (i.e., pathologist, chief/administrative technologist, CLS, MT, phlebotomist, etc.).
- 19.0 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist. – The student will be able to:
- 19.01 Describe and define major body systems with emphasis on the circulatory system.
  - 19.02 List and describe the main superficial veins used in performing venipuncture.
  - 19.03 Identify appropriate sites for capillary/venipuncture and name/find the most desirable one(s).
  - 19.04 Describe the function of the following blood components: erythrocytes, thrombocytes, leukocytes, plasma, and serum.
- 20.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances. – The student will be able to:
- 20.01 Identify and discuss proper use of appropriate types of equipment needed to collect various clinical laboratory blood specimens by venipuncture.
  - 20.02 Explain the special precautions and types of equipment needed to collect blood from a neonate.
  - 20.03 Identify and discuss proper use of supplies used in collecting microspecimens.
  - 20.04 Identify and discuss the proper use of the various types of anticoagulants, preservatives and gels used in blood collection and the vacuum tube color-codes for these additives.
  - 20.05 Describe the types of patients' specimens that are analyzed in the clinical laboratory and the phlebotomist's role in collecting and/or transporting these specimens to the laboratory.
  - 20.06 Describe substances potentially encountered during phlebotomy which can interfere in analysis of blood constituents.
  - 20.07 Define and utilize correct medical terminology and metric measurement needed for specimen collection.
- 21.0 Demonstrate skills and knowledge necessary to perform phlebotomy. – The student will be able to:
- 21.01 Recognize a properly completed requisition and apply established protocol for patient and specimen identification.

- 21.02 Discuss/perform methods for facilitating capillary/venipuncture collection.
  - 21.03 Demonstrate knowledge of established protocol for patient and specimen identification.
  - 21.04 List appropriate antiseptic agents useful in preparing sites for capillary/venipuncture.
  - 21.05 Discuss/perform appropriate methods for preparing a site for capillary or venipuncture.
  - 21.06 Perform venipuncture by evacuated tube and syringe systems, demonstrating appropriate use of supplies, proper handling of equipment and specimens, and patient care.
  - 21.07 Describe the correct order of draw during capillary and venipuncture.
  - 21.08 Perform a capillary puncture using appropriate supplies and techniques for adults, children and neonates.
  - 21.09 Describe the most common complications associated with capillary and venipuncture, their causes, prevention and treatment.
  - 21.10 Describe/perform capillary/venipuncture procedures for disposing of used or contaminated supplies.
  - 21.11 Describe/perform appropriate techniques for making a peripheral blood smear for hematologic evaluation.
- 22.0 Practice infection control following universal precautions. – The student will be able to:
- 22.01 Define the term "nosocomial infection."
  - 22.02 Describe/practice procedures for infection prevention.
  - 22.03 Discuss/perform isolation procedures.
  - 22.04 Identify potential routes of infection.
- 23.0 Practice accepted procedures of transporting, accessioning and processing specimens.  
– The student will be able to:
- 23.01 Describe routine procedures for transporting and processing specimens.
  - 23.02 Describe the significance of time constraints for specimen collection and delivery.
  - 23.03 Demonstrate knowledge of accessioning procedures.
  - 23.04 Aliquot specimens for testing.
  - 23.05 Follow protocol for accepting verbal test orders.
- 24.0 Practice quality assurance and safety. – The student will be able to:
- 24.01 Distinguish and perform procedures which ensure reliability of test results when collecting blood specimens.
  - 24.02 Demonstrate knowledge of and practice appropriate patient safety.
  - 24.03 Practice safety in accordance with established procedures.
  - 24.04 Follow documentation procedures for work related accidents.
  - 24.05 Implement appropriate joint commission patient safety goals.

**Course Number: MEA0560**

**Occupational Completion Point: B**

**Medical Laboratory Assistant – 300 Hours – SOC Code 29-2099; 29-2012**

**NOTE:** Electrocardiograph may also be included in the curriculum content of the Medical Laboratory Assisting program. Refer to the Electrocardiograph Technology Curriculum

Framework (0317020300) for the student performance standards required for the additional employability skills in electrocardiograph.

- 25.0 Identify the federal and state laws which serve to regulate the provision of laboratory services, including CLIA, Florida Statutes, and Florida Administrative Code. . – The student will be able to:
- 25.01 Explain the CLIA test complexity model and describe the characteristics required for FDA classification of a test as waived.
  - 25.02 Explain the categories of testing personnel established by both CLIA and Florida regulations and describe the basic educational and/or experiential qualifications for each category.
  - 25.03 Explain the differences in requirements for a physician practice laboratory, a hospital laboratory and an independent clinical laboratory.
  - 25.04 Describe Alternate Site Testing requirements as they apply to hospitals in Florida and compare and contrast these with the requirements for CLIA waived testing and Provider Performed Microscopy. Apply the concepts of Point-of-Care or Near Patient testing to these requirements.
  - 25.05 Demonstrate an understanding of the concepts of “scope of practice”, “professional judgment”, and “duty/obligation to report”.
- 26.0 Demonstrate a basic understanding of ICD and CPT coding Systems. . – The student will be able to:
- 26.01 Explain the characteristics of the International Classification of Disease System (ICD), and its important function in substantiating the clinical record.
  - 26.02 Explain the characteristics of Healthcare Common Procedure Coding System (HCPCS), including the two primary levels of codes, and its function in reporting medical procedures including laboratory testing.
  - 26.03 Explain the differences between analyte, method, and unlisted procedure CPT codes and the hierarchy for selecting CPT codes for reporting laboratory tests.
  - 26.04 Describe the concept of medical necessity as set forth in National or Local coverage Decisions (NCD and LCD) for lab testing under the Medicare Program.
  - 26.05 Review the concept of congressionally –mandated screening tests under the Medicare Program.
- 27.0 Demonstrate basic knowledge of microbiology; perform clinical laboratory "Waived Tests". – The student will be able to:
- 27.01 Perform techniques of microbiology related to disinfection techniques.
  - 27.02 Discuss techniques of microbiology related to isolation techniques.
  - 27.03 Perform techniques of microbiology related to sterilization techniques.
  - 27.04 Perform techniques of microbiology related to slide preparation,
  - 27.05 Perform principles and use of the microscope
  - 27.06 Understand the staining and microscopic examination of gram stains.
  - 27.07 Discuss techniques of microbiology related to inoculation and transfer of cultures.
  - 27.08 Perform basic techniques of microbiology
  - 27.09 Discuss techniques of microbiology related to preparation of artificial culture media.

- 28.0 Demonstrate basic knowledge of urinalysis, perform clinical laboratory "Waived Tests". – The student will be able to:
- 28.01 Understand urinalysis techniques related to normal and abnormal components of the urine.
  - 28.02 Perform urinalysis techniques related to collection and preservation of specimens.
  - 28.03 Perform urinalysis techniques related to physical properties of urine
  - 28.04 Perform urinalysis techniques related to dipstick urine pH and describe clinical significance.
  - 28.05 Discuss urinalysis techniques related to urine specific gravity techniques
  - 28.06 Perform dipstick or tablet (non-automated) urinalysis techniques related to performance of chemical tests.
  - 28.07 Discuss urinalysis techniques related to microscopic identification of significant elements.
  - 28.08 Perform urinalysis techniques related to principles and use of centrifuge.
- 29.0 Demonstrate basic knowledge of clinical chemistry, perform clinical laboratory "Waived Tests". – The student will be able to:
- 29.01 Perform techniques of clinical chemistry related to metric measurement.
  - 29.02 Perform techniques of clinical chemistry related to laboratory glassware and equipment.
  - 29.03 Perform techniques of clinical chemistry related to reagent preparation, laboratory equipment and laboratory techniques.
  - 29.04 Discuss techniques of clinical chemistry related to standardization of procedure and use of standards, blanks and controls.
  - 29.05 Discuss techniques of clinical chemistry related to visual colorimetry; calibration and use of the spectrophotometer.
  - 29.06 Demonstrate an understanding of the relationship between common clinical chemical tests and specific body systems and disorders.
- 30.0 Demonstrate basic knowledge of hematology, perform clinical laboratory "Waived Tests". – The student will be able to:
- 30.01 Discuss techniques of hematology related to counting formed elements of blood.
  - 30.02 Perform techniques of hematology related to preparation and staining.
  - 30.03 Discuss techniques of cell differential microscopic examination of blood films.
  - 30.04 Perform techniques of hematology related to spun hematocrit tests.
  - 30.05 Discuss techniques of hematology related to bleeding and clotting times.
  - 30.06 Perform techniques of hematology related to hemoglobin tests.
  - 30.07 Discuss techniques of hematology related to calculation of red blood cell indices.
  - 30.08 Discuss basic techniques of hematology related to normal and abnormal physiology.
- 31.0 Successfully complete learning experiences in the clinical setting. – The student will be able to:
- 31.01 Observe and participate as appropriate in skills outlined in outcomes for medical lab assisting.
  - 31.02 Complete clinical rotations.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Education Simulator Technician  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170400
CIP Number	0311010200
Grade Level	30,31
Standard Length	600 hours
Teacher Certification	HSC0003 and HSC0061 ANY HEALTH OCCUP G *( <a href="#">see DOE approved list</a> )  <u>Remaining courses:</u> REG NURSE SIM TEC 7 G PARAMEDIC SIM TEC 7 G BUS ED 1 @2 COMP SCI @6 @2 COMM ART @7 G TV PRO TEC @7 G TEC ELEC \$7 @G
CTSO	Skills USA; HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2099 Health Technologists and Technicians, All Other
Facility Code	253 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

**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.

This program is designed to prepare students for employment as a Medical Education Simulator Technician (Health technologists and technicians, all others SOC #29-2099). This program offers a broad foundation of knowledge and skills to prepare students for employment in the clinical inpatient, clinical outpatient and research settings.

The MEST program has been designed to teach individuals the skills necessary to work as a technician in a patient simulation lab. Patient simulation labs are generally located in hospitals, community colleges, universities, fire departments, etc. Patient simulators are used in medical education training for both incumbent workers and students enrolled in health occupations programs.

The content includes but is not limited to the history of the simulator, patient care, infection control, legal and ethical responsibilities, health-illness concepts, medical terminology, anatomy and physiology, safety and security procedures, administrative and personal competence, and the employability skills that are basic to all health care occupations.

Technical content includes but is not limited to routine maintenance on patient simulators, trouble shooting skills, assembly and installation of a variety of types of simulators, and repairing simulators. Simulation protocols, the set up of simulation events, technical debriefings, and creation of standard operating procedures are also included in the content. Additional technical content includes setting up simulation environments, loading student data, pre-programming scenarios, inspection of systems, and the performance of hardware, firmware and software updates.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points. Students must complete or be concurrently enrolled in the core before enrolling in a course leading to an additional occupational completion point.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HSC0061	Intro to Clinical Medical Education Simulator Technician	60 hours	29-2099
	HSC0062	Clinical Medical Education Simulator Technician 1	150 hours	
	HSC0063	Clinical Medical Education Simulator Technician 2	150 hours	
	HSC0064	Clinical Medical Education Simulator Technician 3	150 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory activities are an integral part of this program and include the use of simulators including SimMan 3G, SimBaby and VitaSim. Simulation activities replace real world experiences with guided experiences that are fully interactive. Students are tested on clinical and decision-making skills during patient care scenarios with greater diagnostic accuracy. Patient scenarios offer immediate feedback and learners engage in repetitive practices. Instructors can create, control and deviate clinical scenarios that may be adapted to multiple learning strategies.

### Special Notes

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

### Career and Technical Student Organization (CTSO)

Skills USA and Health Occupations Students of America Inc. are the appropriate career and technical student organizations 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts --
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including hiv/aids
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate knowledge of the history of simulation in medical education.
- 18.0 Demonstrate knowledge of medical anatomy and physiology
- 19.0 Perform Operation of the simulator
- 20.0 Conduct set up of simulator
- 21.0 Demonstrate an understanding of calibration and testing of the simulator
- 22.0 Perform routine maintenance on the simulator
- 23.0 Demonstrate trouble shooting skills on the simulator
- 24.0 Demonstrate knowledge of professional development
- 25.0 Conduct assembly and installation operation of the simulator
- 26.0 Perform repairs to the simulator

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Medical Education Simulator Technician**  
**PSAV Number: H170400**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.



- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: HSC0061****Occupational Completion Point: B****Introduction to Clinical Medical Education Simulation Technician – 60 Hours – SOC Code 29-2099**

- 17.0 Introduction to Medical simulation.-- The students will be able to:
- 17.01 Demonstrate the knowledge of the history of medical simulation.
  - 17.02 Demonstrate the awareness of emerging technologies in the medical industry.
  - 17.03 Describe the categories of health care agencies involved in the clinical simulation setting.
- 18.0 Demonstrate knowledge of medical anatomy and physiology.-- The students will be able to:
- 18.01 Describe the muscular system structure and function, under normal, injurious, and degraded conditions.
  - 18.02 Describe the skeletal system structure and function, under normal, injurious, and degraded conditions.

- 18.03 Describe the neurologic system structure and function, under normal, injurious, and degraded conditions.
- 18.04 Demonstrate knowledge of the human body system in relationship to human simulators body systems.
- 18.05 Demonstrate knowledge of medical terminology as it relates to the clinical setting.

**Course Number: HSC0062**

**Occupational Completion Point: B**

**Clinical Medical Education Simulation Technician 1– 150 Hours – SOC Code 29-2099**

19.0 Perform operations of the simulator. -- The students will be able to:

- 19.01 Follow simulation set up protocol
- 19.02 Begin simulation
- 19.03 Call up events
- 19.04 Execute events
- 19.05 Power down equipment
- 19.06 Conduct technical debriefing with trainer
- 19.07 Clean up simulation environment
- 19.08 Create standard operating procedures (SOPs) for use of simulators

20.0 Conduct simulator set up. – The students will be able to:

- 20.01 Collaborate with faculty/educator to identify the objectives of the session
- 20.02 Collaborate with faculty/educator to identify tools and resources
- 20.03 Collaborate with faculty/educator to identify supplies and equipment
- 20.04 Load scenarios
- 20.05 Set up simulation environment
- 20.06 Load student data
- 20.07 Prepare competency management system
- 20.08 Schedule facility and staff
- 20.09 Pre-program scenarios
- 20.10 Program auxiliary equipment

21.0 Demonstrate an understanding of testing and calibrating the simulator.-- The students will be able to:

- 21.01 Turn on the power to the simulator
- 21.02 Perform calibration per manufacturer recommendations
- 21.03 Identify test tools and equipment
- 21.04 Perform bench test
- 21.05 Document test results
- 21.06 Follow industry safety standards
- 21.07 Identify documentation resources
- 21.08 Demonstrate knowledge of warranty void situations

**Course Number: HSC0063**

**Occupational Completion Point: B**

**Clinical Medical Education Simulation Technician 2 – 150 Hours – SOC Code 29-2099**

22.0 Perform routine maintenance on the simulator. – The students will be able to:

- 22.01 Clean and maintain injection sites
- 22.02 Flush IV lines
- 22.03 Maintain fluid systems
- 22.04 Check drain system on compressor
- 22.05 Perform visual inspection of system
- 22.06 Perform computer and peripheral diagnostics
- 22.07 Perform hardware, firmware, and software updates
- 22.08 Perform simulator environment housekeeping.
- 22.09 Check power sub system
- 22.10 Perform external cleaning protocol for simulator
- 22.11 Maintain maintenance log

23.0 Demonstrate troubleshooting skills as related to the simulator -- The students will be able to:

- 23.01 Review user log
- 23.02 Perform diagnostic tests
- 23.03 Verify functional/operational discrepancy
- 23.04 Perform sensory inspection
- 23.05 Determine if there is a hardware or software problem
- 23.06 Identify failed component(s)
- 23.07 Perform audio/visual inspection

**Course Number: HSC0064**

**Occupational Completion Point: B**

**Clinical Medical Education Simulation Technician 3 – 150 Hours – SOC Code 29-2099**

24.0 Demonstrate knowledge of professional development -- The students will be able to:

- 24.01 Perform self evaluation additional skills needed and develop plan for acquiring
- 24.02 Attend classes, seminars and workshops that provide updated training on simulation
- 24.03 Read current literature regarding simulation including manuals, journals, research
- 24.04 Assist medical trainer with supplemental training opportunities

25.0 Conduct installation and assembly operations -- The students will be able to:

- 25.01 Read all instructions
- 25.02 Identify safety issues
- 25.03 Identify components for assembly
- 25.04 Identify tools and resources necessary
- 25.05 Maintain files of manufacturer specifications for each simulator
- 25.06 Identify and remove damaged parts if applicable
- 25.07 Perform hardware installation
- 25.08 Complete installation documentation
- 25.09 Clean work space
- 25.10 Perform software installation

26.0 Perform necessary repairs to simulator.-- The students will be able to:

- 26.01 Determine priority of repair
- 26.02 Schedule repair time
- 26.03 Identify tools and resources required
- 26.04 Replace simulator component(s)
- 26.05 Complete repair documentation

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Pharmacy Technician PSAV  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170500
CIP Number	0351080506
Grade Level	30, 31
Standard Length	1050 hours
Teacher Certification	PHARMACY @7 G
CTSO	HOSA, Skills USA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2052 Pharmacy Technicians
Facility Code	252 <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics:           11 Language:               10 Reading:                 10

### **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.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management,



finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to metric system, medical terminology, medicinal drugs, pharmaceutical compounding, USP 795 standards, sterile techniques, USP 797 standards, maintenance of inventory, IV preparation, receiving and handling of hazardous materials, preparing purchase orders, receiving and checking supplies purchased, printing labels, typing prescription labels, delivering medications, pricing prescription drug orders and supplies, prepackaging unit dose packages, patient record systems, control records, data processing automation in pharmacy, computer application, employability skills, leadership and human relations skills, health and safety, including CPR. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Science program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the postsecondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	PTN0084	Pharmacy Technician 1	360 hours	29-2052
	PTN0085	Pharmacy Technician 2	300 hours	
	PTN0086	Pharmacy Technician 3	300 hours	

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Clinical practicum experiences are an integral part of this program.

### **Special Notes**

This program must be approved by the Board of Pharmacy. Program completers who wish to work as Pharmacy Technicians in the State of Florida must register with the Board of Pharmacy (465.014 F.S.).

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

It is recommended that program completers take national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board, 2215 Constitution Ave, Washington, DC 20037-2985, (202) 429-7576. This certification is offered three times annually.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. and SkillsUSA are the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 11, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fl DOE.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

## Standards

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Practice human relations.
- 18.0 Identify medical and legal considerations.
- 19.0 Identify pharmaceutical abbreviations and terminology as related to Community Pharmacy Practice.
- 20.0 Perform clerical duties as related to Pharmacy Practice.
- 21.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology.
- 22.0 Demonstrate knowledge of inventory control.
- 23.0 Initiate measurement and calculating techniques as it relates to Community Practice.
- 24.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology.
- 25.0 Prepare and deliver medications.
- 26.0 Prepackage unit dose medications.
- 27.0 Prepare intravenous admixtures.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Pharmacy Technician PSAV  
PSAV Number: H170500**

**Course Number: HSC0003  
Occupational Completion Point: A  
Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations–The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team.
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas–The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 02.09 Analyze elements of communication using a sender-receiver model.
  - 02.10 Distinguish between and report subjective and objective information.
  - 02.11 Report relevant information in order of occurrence.
  - 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0

- 02.13 Locate, organize and reference written information from various sources. CM3.0
  - 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
  - 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
  - 02.16 Apply active listening skills to obtain and clarify information. CM7.0
  - 02.17 Develop and interpret tables and charts to support written and oral communications. CM8.0
  - 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities—The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the patients' "Bill of Rights."
  - 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Distinguish between express, implied and informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a Code of Ethics consistent with the health care occupation.
  - 03.12 Identify and compare personal, professional and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of health care workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Evaluate and justify decisions based on ethical reasoning. ELR1.0
  - 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 03.19 Interpret and explain written organizational policies and procedures. ELR2.0
  - 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept—The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
  - 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies.

- 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explain the nutrition pyramid.
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance—The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis.
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE2.3
  - 05.13 Discuss The Joint Commission patient safety goals ([www. jointcommission.org](http://www.jointcommission.org)).
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE2.0
- 06.0 Recognize and respond to emergency situations—The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures—The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.

- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools–The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Interpret information from electronic medical documents.
  - 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 08.07 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills–The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD5.0
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search and complete a job application form correctly.
  - 09.06 Demonstrate competence in job interview techniques.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD1.0
  - 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD2.0
  - 09.11 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 09.12 Evaluate and compare employment opportunities that match career goals. ECD6.0
  - 09.13 Identify and exhibit traits for retaining employment. ECD7.0
  - 09.14 Identify opportunities and research requirements for career advancement. ECD8.0
  - 09.15 Research the benefits of ongoing professional development. ECD9.0
  - 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0



- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS—The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills—The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.08 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills—The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 12.03 Present information formally and informally for specific purposes and audiences. AF2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies—The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL3.2

- 13.05 Maintain financial records. FL3.3
- 13.06 Read and reconcile financial statements. FL3.4
- 13.07 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation—The students will be able to:
  - 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment—The students will be able to:
  - 15.01 Describe the nature and types of business organizations. SY1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives—The students will be able to:
  - 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict.
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: PTN0084**

**Occupational Completion Point: B**

**Pharmacy Technician 1 – 360 Hours – SOC Code 29-2052**

- 17.0 Practice human relation skills.-The student will be able to:
  - 17.01 Identify the meaning and duties of a pharmacy technician.
  - 17.02 Discuss the organizational flow of responsibilities within a pharmacy setting.
  - 17.03 Establish and maintain a professional rapport with co-workers.
  - 17.04 Demonstrate an understanding of the Situation Background Assessment Recommendation (SBAR) communication model.
  - 17.05 Identify the current trends and perspectives related to the management of pharmacy health care organizations.

- 17.06 Identify the means by which the application of team building can facilitate change within the pharmacy working environment.
- 18.0 Identify pharmaceutical abbreviations and terminology as related to community pharmacy practice--The student will be able to:
- 18.01 Use pharmaceutical medical terminology.
  - 18.02 Define the major symbols and abbreviations used on prescriptions and state the meaning.
- 19.0 Identify medical and legal considerations--The student will be able to:
- 19.01 Discuss the significance and scope of current national and Florida law and administrative rules as they relate to the practice of the pharmacy technician.
  - 19.02 Discuss medical legal concepts as they relate to the practice of the pharmacy technician.
  - 19.03 Discuss the need for accurate pharmacy documentation and recordkeeping.
  - 19.04 State valid reasons for confidentiality of patient information.
  - 19.05 Discuss the patient's Bill of Rights as it relates to pharmacy.
  - 19.06 Discuss pertinent laws governing pharmacy practice such as false prescriptions and an impaired person.
  - 19.07 Identify controlled substance and their applicable regulations.
  - 19.08 Discuss the Florida Right to Know Act with respect to hazardous materials.
  - 19.09 Implement appropriate The Joint Commission patient safety goals.
- 20.0 Perform clerical duties--The student will be able to:
- 20.01 Identify computer applications used in pharmacy.
  - 20.02 Demonstrate computer applications in processing pharmacy prescription data.
  - 20.03 Identify the application of facsimile equipment in generating patient prescriptions.
  - 20.04 Demonstrate the application of office equipment in duplicating patient prescriptions.
  - 20.05 Maintain patient profiles.
  - 20.06 Demonstrate telephone communication skills and routine inquiries.
  - 20.07 Identifies appropriate practice standards pertaining to patient counseling.
  - 20.08 Demonstrate the knowledge of systems used in maintaining pharmacy records.
- 21.0 Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology--The student will be able to:
- 21.01 Define the major classifications of pharmaceuticals.
  - 21.02 Identify the sources from which medications are produced.
  - 21.03 Define poison; define placebo.
  - 21.04 List the two official compendia of standards for quality and purity of drugs and authoritative information on dosage and administration and list six non-official reference manuals.
  - 21.05 Display knowledge of trade names and generic name equivalents, chemical names.
- 22.0 Demonstrate knowledge of inventory control--The student will be able to:

- 22.01 Display knowledge or prescription pricing systems used in pharmacy.
- 22.02 Maintain stock inventory.
- 22.03 Prepare electronic purchase orders.
- 22.04 Receive, store and distribute pharmaceutical supplies.
- 22.05 Define industry standards in purchasing pharmaceutical supplies.
- 22.06 Define industry standards in management of Investigational Drugs.
- 22.07 Display knowledge of purchasing, storage and disposal of Pharmaceutical materials.

23.0 Initiate measurement and calculating techniques as it relates to community practice--The student will be able to:

- 23.01 Explain the difference between a cubic centimeter and a milliliter.
- 23.02 Use common pharmaceutical weighing equipment.
- 23.03 Use common pharmaceutical volume measurement equipment.
- 23.04 Display knowledge of United States Pharmacopeia (USP) 795 standards
- 23.05 Explain the technique of preparing common pharmaceutical compounds.
- 23.06 Convert measurements within the apothecary, avoirdupois, and metric systems.
- 23.07 Demonstrate knowledge of common pharmaceutical calculations.

**Course Number: PTN0085**

**Occupational Completion Point: B**

**Pharmacy Technician 2 – 300 Hours – SOC Code 29-2052**

24.0 Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology--The student will be able to:

- 24.01 Predict physical and chemical incompatibilities utilizing chemistry properties.
- 24.02 Describe electrolyte balances.
- 24.03 Relate the general classes, actions, routes, action and side effects of drugs.
- 24.04 Identify a listing of usual adult doses of medications and respective contraindications.

25.0 Prepare and deliver medications--The student will be able to:

- 25.01 Read and prepare medication orders correctly.
- 25.02 Check all new orders with medications listed on profiles.
- 25.03 Transport medications safely being aware of hazards: theft, legal implications of accidental loss, and other consequences.
- 25.04 Identify special precautions pertaining to children.
- 25.05 Maintain controlled substance inventory.
- 25.06 Demonstrate the proper technique of preparing pharmaceutical preparations.
- 25.07 Demonstrate the ability to correctly fill and deliver medication cassettes.
- 25.08 Collect data from medication administration record and drug use and evaluation form.
- 25.09 Identify and demonstrate use of automated medication dispensing equipment

**Course Number: PTN0086**

**Occupational Completion Point: B**

**Pharmacy Technician 3 – 300-Hours – SOC Code 29-2052**

26.0 Prepackage unit dose medications--The student will be able to:

- 26.01 Locate correct stock container.
- 26.02 Weigh measure, count required individual doses of medication.
- 26.03 Label with required information.
- 26.04 Operate unit dose packaging equipment.
- 26.05 Place individual dose in appropriate containers, repackage in predetermined quantities.
- 26.06 Prepackage unit dose hazardous drugs.
- 26.07 Record prepackaged medication data correctly.
- 26.08 Define role of technician in quality assurance activities.

27.0 Prepare intravenous admixtures--The student will be able to:

- 27.01 Compare medication order with label on vial and check expiration date of product.
- 27.02 Calculate drug dosage for parenteral use.
- 27.03 Identify common drug/drug incompatibilities.
- 27.04 Reconstitute parenteral medications.
- 27.05 Use aseptic techniques to withdraw medication from stock vial measure correct quantity as instructed, select and insert it into IV solution without error.
- 27.06 Use aseptic technique to withdraw medication from an ampule.
- 27.07 Prepare parenteral solutions and discuss current intravenous preparation industry trends.
- 27.08 Prepare Total Parenteral Nutrition solutions.
- 27.09 Prepare chemotherapeutic agents using proper safety techniques.
- 27.10 Demonstrate appropriate technique in the use of specialized equipment such as: laminar flow hoods, filters, pumps, automated compounders, and barrier isolator.
- 27.11 Place label on IV solution container and keep records.
- 27.12 Perform quality control check.
- 27.13 Identify storage requirements of reconstituted IV solutions.
- 27.14 Display knowledge of United States Pharmacopeia (USP) 797 regulations and the quality assurance required.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Central Service Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170502
CIP Number	0351079900
Grade Level	30, 31
Standard Length	500 hours
Teacher Certification	TEC MED !7 G PRAC NURSE @7 G *(Registered Nurse) OPR REG NURSE 7 G SURG TECH 7 G CENT SERV TECH 7 G REG NURSE 7 G OPR RM TEC @7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 31-9093 Medical Equipment Preparers
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

### **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.

This program is designed to prepare students for employment as supervisors, central supply, central supply workers, ambulatory surgery processors, surgical instrument processors, gastrointestinal (GI) flexible endoscope reprocessors, case cart technicians, inventory technicians, processing technicians, stock clerks: stock room or warehouse, sterilizers, central service technicians SOC Code 43-5081 (stock clerks and order fillers)

The content includes but is not limited to central services departmental organization and function; basic anatomy, physiology, microbiology and chemistry related to central service activities; quality assurance; infection control and isolation techniques, principles of safety; principles, methods and controls of sterilization processes; cleaning, processing, packaging, distributing, storing, and inventory control of sterile goods, instruments, trays, and equipment; medical terminology; surgical instrumentation; basic computer skills, interpersonal and job seeking skills, fundamentals of communication, case cart management, laparoscopic specialty, orthopedic specialty, flexible scope processing, shift supervisory skills and procurement of supplies and equipment.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	MNA0550	Stock Clerk, Stockroom Or Warehouse	410 hours	31-9093

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Inquiries about a voluntary certification for sterile processing and distribution may be made to:

International Association of Hospital Central Service Materiel Management (IAHCSMM)  
<http://www.iahcsmm.org/>  
213 West Institute Place, Suite 307, Chicago, IL 60610  
Toll Free: 800-962-8274

OR

Certification Board for Sterile Processing and Distribution, Inc (CBSPD)  
<http://www.sterileprocessing.org/cbspd.htm>  
2 Industrial Park Road-Suite 3  
Alpha, NJ 08865

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations programs at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).



## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9.0, Language 9.0, and Reading 9.0. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

## Standards

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate the roles and responsibilities of the central supply worker.
- 18.0 Recognize basic principles of microbiology.
- 19.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items.
- 20.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers.
- 21.0 Describe how central service is involved in controlling infections in hospitals.
- 22.0 Explain the purpose of Occupational Safety and Health Act (OSHA).
- 23.0 Describe supply distribution systems and the principles of inventory control.
- 24.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the specialty.
- 25.0 Demonstrate the ability to recall and dispose of or reprocess outdated sterile supplies.
- 26.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel.
- 27.0 Identify fundamentals of procurement skills.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Central Service Technology**  
**PSAV Number: H170502**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

01.0 Demonstrate knowledge of the health care delivery system and health occupations – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills – The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0



- 14.0 Solve problems using critical thinking skills, creativity and innovation – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: MNA0550****Occupational Completion Point: B****Central Supply Worker – 410 Hours – SOC Code 31-9093**

- 17.0 Demonstrate the roles and responsibilities of the central supply worker. The student will be able to:
- 17.01 Describes professional standards related to personal hygiene and dress codes.
  - 17.02 Identifies relevant federal, state, and local guidelines, standards and regulations.
  - 17.03 Describes the function and workflow of the sterile processing department.
  - 17.04 Apply ergonomic considerations and appropriate body mechanics for lifting, turning, pulling, pushing, and reaching.
  - 17.05 Apply policies and procedures related to sterile processing functions (safety, infection control, disaster control, disaster, MSDS, incident reports, etc).
  - 17.06 Describes importance of following device, equipment, instrument or supply manufacturer's instructions for processing, operation, and troubleshooting.
- 18.0 Recognize basic principles of microbiology -- The student will be able to:
- 18.01 Identify the main categories of microorganisms.

- 18.02 Describe the life functions of microorganisms.
  - 18.03 Describe conditions affecting the growth of bacteria.
  - 18.04 Describe special methods used to destroy harmful microorganisms.
  - 18.05 List the helpful microorganisms.
  - 18.06 Describe how the body controls the growth of pathogenic microorganisms.
  - 18.07 Identify pathogenic microorganisms found in central service departments.
  - 18.08 Identify terminology related to microbiology.
- 19.0 Receive, decontaminate, clean, prepare, disinfect and sterilize reusable items -- The student will be able to:
- 19.01 Describe the importance of thorough cleaning to the overall objectives of making items safe for patient use.
  - 19.02 Explain the importance of following manufacturers' instructions in cleaning each item for reprocessing.
  - 19.03 Describe the cleaning process for instruments, syringes, needles, rubber goods and equipment
  - 19.04 Describe the mechanism of action for ultrasonic machines and washer/sterilizers-
  - 19.05 Define processes for CJD Decontamination
  - 19.06 Distinguish correct reprocessing policies related to single use, limited use, versus reusable items.
  - 19.07 Demonstrate flexible endoscopic decontamination and leak testing.
  - 19.08 Demonstrates decontamination and proper handling of rigid scopes.
  - 19.09 Describe decontamination methods for drill systems and batteries
  - 19.10 Describe the function of case cart washers, and alternative methods of cleaning.
  - 19.11 Describe the need for testing and monitoring all decontamination machines for proper function and cleaning agents.
  - 19.12 Explain the importance of using correct chemicals for cleaning in regards to water quality, PH, filters, softeners, enzymes, lubricants.
  - 19.13 Describe the types, characteristics, and uses of chemicals, solutions, and gases utilized for decontamination. (Detergents, disinfectants, enzymatics, germicides).
  - 19.14 Describe the types of sterilizers and methods of sterilization.
  - 19.15 Demonstrate the process of decontamination for instrumentation and equipment..
  - 19.16 Describe the factors affecting decontamination (water temperature, loading procedures, water impurities, opening and disassembling)
  - 19.17 Describe the primary objectives in selecting the correct packaging materials for both the individual item and the sterilization method to be used.
  - 19.18 Describe the principles of packaging.
  - 19.19 Describe the characteristics of packaging materials in relationship to sterilization methods.
  - 19.20 Describe the principles of linen pack and tray construction/assembly.
  - 19.21 Describe the recommended labeling methodologies.
  - 19.22 Demonstrate the wrapping of procedures trays, instruments and other supplies.
  - 19.23 Explain the principles involved in loading different kinds of wrapped packs or packages into a sterilizer to be assured of steam or gas penetration.
  - 19.24 Recognize equipment malfunction and list corrective actions.
  - 19.25 Describe how sterile supplies should be handled.
  - 19.26 Identify basic surgical instruments and accessories.

- 20.0 Demonstrate the use of sterilization process monitors, including temperature and frequency of appropriate chemical indicators and bacterial spore tests for all sterilizers --  
The student will be able to:
- 20.01 Describe the types of sterilization, sterilization cycles, and parameters for each.
  - 20.02 Describe the importance of the manufacturer's recommendations for the safe operation of each type of sterilizer.
  - 20.03 Describe the methods of sterilization monitoring.
  - 20.04 Demonstrate the process of preparing and documenting the sterilizer load contents for each sterilizer correctly according to the manufacturer's recommendations.
  - 20.05 Demonstrate the operation, testing, and monitoring of sterilizers.
  - 20.06 Demonstrate the ability to interpret and document monitoring devices, printouts, and charts accurately for each sterilization system utilized.
  - 20.07 Identify the standards for, and facility policy regarding, frequency of monitoring for all sterilizers.
- 21.0 Describe how central service is involved in controlling infections in hospitals -- The student will be able to:
- 21.01 Describe nosocomial infections.
  - 21.02 Describe the types of isolation.
  - 21.03 Describe the organization and functions of CS.
  - 21.04 Describe the CS responsibilities for infection control and traffic patterns when in the operating room and other departments.
  - 21.05 Identify proper storage and transportation standards for supplies in the facility (receivables, sterile, clean, or contaminated).
  - 21.06 Describe the organizational patterns of health care facilities.
- 22.0 Explain the purpose of occupational safety and health Act -- The student will be able to:
- 22.01 Describe how employees are protected under OSHA.
  - 22.02 Describe potential workplace hazards in CS. (wet floors, chemicals, fumes, gases, steam, electrical outlets, body fluids, microorganisms, sharps, and medical wastes.)
  - 22.03 Describe the role preventive maintenance plays in patient and personnel safety in the hospital.
  - 22.04 Explain the purpose of Florida's "Right to Know" law and its provisions.
  - 22.05 Describe the protocol for personal injury including the completion of incident/occupancy reports and follow up. Implement appropriate The Joint Commission patient safety goals.
- 23.0 Demonstrate the ability to identify and select appropriate instrumentation or equipment that meets the needs of the specialty. The student will be able to:
- 23.01 Describe instrument terminology and identify the anatomy of surgical instruments (jaws, shanks, box locks, rings, etc.)
  - 23.02 Describe the types and functions of instruments.
  - 23.03 Describe the types of instrument construction.
  - 23.04 Describe appropriate techniques for inspection and testing of instruments and procedures.

- 23.05 Identify instrumentation and equipment by name and usage.
  - 23.06 Describe the methods of instrument identification, marking, and tracking of use.
  - 23.07 Describe the configuration of various instrument sets and specialty equipment.
  - 23.08 Describes the process regarding the manufacturer's recommendations for instrument and equipment care and handling, operation, maintenance and troubleshooting.
- 24.0 Describe supply distribution systems and the principles of inventory control -- The student will be able to:
- 24.01 Define the benefits of inventory control.
  - 24.02 Describe the methods of inventory control.
  - 24.03 Compare the advantages and disadvantages of each distribution methods.
  - 24.04 Process a requisition marked "stat" - locate article, price, etc.
  - 24.05 Describe the process of stock rotation.
  - 24.06 Identify the uses of sterility maintenance covers.
  - 24.07 Describe the processes for loaner instrumentation and equipment.
  - 24.08 Describe the process of product evaluation.
  - 24.09 Describe the procedures for tracking the usage of medical/surgical supplies, patient care equipment and specialty carts.
  - 24.10 Describe the procedures for documenting supply and equipment charges.
  - 24.11 Describe the methods of case cart preparation and the utilization of preference cards.
- 25.0 Demonstrate the ability to recall and dispose of or reprocess sterile supplies -- The student will be able to:
- 25.01 Explain the factors that affect how long a package can be considered safe for use.
  - 25.02 Explain the differences between event related, date related, and manufacturer recommendations.
  - 25.03 State the methods of determining expiration dates.
  - 25.04 List the steps in reprocessing outdated hospital packaged items.  
List conditions that would make a product unsafe for use
  - 25.05 Describe the use of tamper evident seals.
  - 25.06 Describe the methods of reprocessing.
  - 25.07 Identify standards and facility policies on reprocessing of single use items.
  - 25.08 Describe the process of recall for medical/surgical supplies.
- 26.0 Interpret and apply medical terminology and anatomical terms as they relate to equipment and supplies issued by central service personnel -- The student will be able to:
- 26.01 Identify word elements for medical terms.
  - 26.02 Relate anatomical concepts to orthopedic devices and other supplies and equipment issued by the CS Department.
- 27.0 Identify fundamentals of procurement skills -- The student will be able to:
- 27.01 Describe procurement system.

- 27.02 Communicate with other hospitals, facilities, or company representatives for procurement of supplies and equipment.
- 27.03 Describe several different methods of procurement of supplies.
- 27.04 Describe basics of receiving items, including documentation of receiving and release to other facilities.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Assisting  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170503
CIP Number	0351080100
Grade Level	30, 31
Standard Length	1300 hours
Teacher Certification	See Certification Matrix
CTSO	HOSA
SOC Codes (all applicable)	31-9092 Medical Assistants 31-9099 Healthcare Support Workers, All Other 43-4171 Receptionists and Information Clerks
Facility Code	[253] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### **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 content includes but is not limited to communication, transcultural communication in healthcare, interpersonal skills, legal and ethical responsibilities, health-illness concepts, administrative and clinical duties, emergency procedures including CPR and first aid, emergency preparedness, safety and security procedures, medical terminology, anatomy and physiology, and employability skills.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### Program Structure

This program is a planned sequence of instruction consisting of five occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	MEA0500	Medical Office Receptionist	100 hours	43-4171
C	MEA0521	Phlebotomist, MA	75 hours	31-9099
D	MEA0543	EKG Aide, MA	75 hours	31-9099
E	MEA0550	Medical Assistant 1	320 hours	31-9092
	MEA0551	Medical Assistant 2	320 hours	
	MEA0552	Medical Assistant 3	320 hours	

TEACHER CERTIFICATION					
TITLE	Medical Office Receptionist	Phlebotomist, MA	EKG Aide, MA	Medical Assistant	CORE
MED ASST @7 G	X	X	X	X	X
*PRAC NURSE @ 7 G	X	X	X	X	X
TEC MED !7 G	X	X	X	X	X
LAB TECH @7 G	X	X	X	X	X
REG NURSE 7 G	X	X	X	X	X
BUS ED @4 1@2	X				
VOE @7	X				

TEACHER CERTIFICATION					
TEACH CBE 27	X				
STENOGRAPH @4	X				
SECRETAR @7 G	X				
CLERICAL @7 G	X				

\* This certification is no longer issued at the district or state level and has been replaced by REG NURSE @ 7 G.

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

This program is designed to prepare students for employment as medical assistants SOC 31-9092. Although it is not required, it is strongly recommended that the programs meet the Standards and Guidelines of an Accredited Educational Program for the Medical Assistant adopted by the American Association of Medical Assistants and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or the American Medical Technologist and the Accrediting Bureau of Health Education Schools (ABHES).

For further information contact:

#### **Commission on Accreditation of Allied Health Education Programs (CAAHEP)**

[www.caahep.org/](http://www.caahep.org/)  
 1361 Park Street  
 Clearwater, FL 33756  
 Phone: 727-210-2350  
 Fax: 727-210-2354

Accrediting Bureau of Health Education Schools (ABHES)

[www.abhes.org/](http://www.abhes.org/)  
 777 Leesburg Pike, Suite 312  
 N. Falls, VA 22043  
 (703) 917-9503

This Program Will Also Be In Accordance With Florida Statute Medical Assistants, 458.3485 F.S.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.



If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Program completers of a CAAHEP or ABHES accredited program are eligible to take the American Association of Medical Assistants' Certification Examination (CMA) or the American Medical Technologists' Certification Examination (RMA). For further information contact:

American Association of Medical Assistants (AAMA)

[www.aama-ntl.org/](http://www.aama-ntl.org/)

20 North Wacker Drive, Suite 1575  
Chicago, Illinois 60606 (312/899-1500)

Or

American Medical Technologist (AMT)

<http://old.amt1.com/>

10700 West Higgins Road, Suite 150  
Rosemont, Illinois 60018 (800 275-1268)

The Medical Assistant graduate may be prepared to take the Basic X-Ray Machine Operator State exam.

Contact: Bureau of Radiation Control

4052 Bald Cypress Way, Bin #C85 Tallahassee, FL 32399-3252

Phone: (850) 245-4910

<http://www.doh.state.fl.us/environment/radiation/>

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be

able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fl DOE.org/workforce/dwdframe/essential\\_skills.asp](http://www.fl DOE.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fl DOE.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate basic clerical/medical office duties.
- 18.0 Demonstrate accepted professional, communication and interpersonal skills
- 19.0 Discuss phlebotomy in relation to the health care setting.
- 20.0 Identify the anatomic structure and function of body systems in relation to services performed by a phlebotomist.
- 21.0 Recognize and identify collection reagents, supplies, equipment and interfering chemical substances.
- 22.0 Demonstrate skills and knowledge necessary to perform phlebotomy.
- 23.0 Practice infection control following universal (standard) precautions.
- 24.0 Practice accepted procedures of transporting, accessioning, and processing specimens.

- 25.0 Practice quality assurance and safety.
- 26.0 Describe the role of a medical assistant with intravenous therapy in oncology and dialysis.
- 27.0 Describe the cardiovascular system
- 28.0 Identify legal and ethical responsibilities of an EKG Aide.
- 29.0 Demonstrate knowledge of, apply and use medical instrumentation modalities.
- 30.0 Perform patient care techniques in the health care facility
- 31.0 Demonstrate communication skills used by medical assistants.
- 32.0 Demonstrate knowledge of legal responsibilities for medical assistants.
- 33.0 Demonstrate an understanding of anatomy and physiology concepts in both illness and wellness states
- 34.0 Demonstrate knowledge of the fundamentals of microbial control and use aseptic techniques.
- 35.0 Demonstrate knowledge of emergency preparedness and protective practices.
- 36.0 Perform CLIA waived diagnostic clinical laboratory procedures.
- 37.0 Demonstrate awareness of clinical microscopy techniques and procedures that may be performed in CLIA-exempt laboratories under physician supervision
- 38.0 Demonstrate basic office examination procedures.
- 39.0 Demonstrate minor treatments.
- 40.0 Demonstrate knowledge of basic diagnostic medical assisting procedures.
- 41.0 Demonstrate knowledge of pharmaceutical principles and administer medications.
- 42.0 Demonstrate basic X-Ray procedures.
- 43.0 Perform administrative office duties.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Medical Assisting**  
**PSAV Number: H170503**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:



- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: MEA0500****Occupational Completion Point: B****Medical Office Receptionist – 100 Hours – SOC Code 43-4171**

- 17.0 Demonstrate basic clerical/medical office duties. – The student will be able to:
- 17.01 Perform effective communication skills essential to the medical office.
  - 17.02 Maintain filing systems.
  - 17.03 Operate office equipment and perform clerical office procedures.
  - 17.04 Prepare and maintain medical records both manually and within the Electronic Medical Record (EMR)..
  - 17.05 Screen and process mail.
  - 17.06 Schedule routine appointments and patient admissions and/or procedures both manually and within the Electronic Medical Record (EMR)..
  - 17.07 Adhere to current government regulations, risk management and compliance within the scope of practice of a Medical Assistant practicing in the State of Florida.
  - 17.08 Maintain office inventory.
  - 17.09 Inform patients of office policies.
  - 17.10 Perform general housekeeping duties.

- 17.11 Perform daily office activities both manually and within the Electronic Medical Record (EMR).
- 17.12 Receive patients and visitors.
- 17.13 Identify and maintain office security policies/procedures.

**Course Number: MEA0521**

**Occupational Completion Point: C**

**Phlebotomist, MA – 75 Hours – SOC Code 31-9099; 31-9097**

- 18.0 Demonstrate accepted professional, communication, and interpersonal skills. – The student will be able to:
  - 18.01 Demonstrate the appropriate professional behavior of a phlebotomist.
  - 18.02 Explain to the patient the procedure to be used in specimen collection.
  - 18.03 Follow approved procedure for labeling of specimens.
  - 18.04 Explain in detail the importance of identifying patients correctly when drawing blood.
  - 18.05 Implement appropriate Joint Commission patient safety goals.
- 19.0 Discuss phlebotomy in relation to the health care setting. – The student will be able to:
  - 19.01 List, classify and discuss various departments and services within the health care setting with which the phlebotomist must interact to obtain laboratory specimens from patients.
  - 19.02 Identify the major departments/sections within the clinical laboratory, the major types of procedures run in each department/section, and their specimen requirements.
  - 19.03 Describe roles of the major classifications of clinical laboratory personnel (i.e., pathologist, chief/administrative technologist, CLS, MT, phlebotomist, etc.).
- 20.0 Identify the anatomic structure and function of body systems in relation to services performed by a phlebotomist. – The student will be able to:
  - 20.01 Describe and define major body systems with emphasis on the circulatory system.
  - 20.02 List and describe the main superficial veins used in performing venipuncture.
  - 20.03 Identify appropriate sites for capillary/venipuncture and name/find the most desirable one(s).
  - 20.04 Describe the function of the following blood components: erythrocytes, thrombocytes, leukocytes, plasma, and serum.
- 21.0 Recognize and identify collection reagents supplies, equipment and interfering chemical substances. – The student will be able to:
  - 21.01 Identify and discuss proper use of appropriate types of equipment needed to collect various clinical laboratory blood specimens by venipuncture.
  - 21.02 Explain the special precautions and types of equipment needed to collect blood from a neonate.
  - 21.03 Identify and discuss proper use of supplies used in collecting microspecimens.

- 21.04 Identify and discuss the proper use of the various types of anticoagulants, preservatives and gels used in blood collection and the vacuum tube color-codes for these additives.
  - 21.05 Describe the types of patient's specimens that are analyzed in the clinical laboratory and the phlebotomist's role in collecting and/or transporting these specimens to the laboratory.
  - 21.06 Describe substances potentially encountered during phlebotomy which can interfere in analysis of blood constituents.
  - 21.07 Define and utilize correct medical terminology and metric measurement needed for specimen collection.
- 22.0 Demonstrate skills and knowledge necessary to perform phlebotomy. – The student will be able to:
- 22.01 Follow approved procedure for completing a laboratory requisition form.
  - 22.02 Recognize a properly completed requisition and apply established protocol for patient and specimen identification.
  - 22.03 Discuss methods for facilitating capillary/venipuncture collection.
  - 22.04 Demonstrate knowledge of established protocol for patient and specimen identification.
  - 22.05 List appropriate antiseptic agents useful in preparing sites for capillary/venipuncture.
  - 22.06 Discuss appropriate methods for preparing a site for capillary or venipuncture.
  - 22.07 Perform venipuncture by evacuated tube and syringe systems, demonstrating appropriate use of supplies, proper handling of equipment and specimens, and appropriate patient care.
  - 22.08 Describe the correct order of draw during capillary and venipuncture.
  - 22.09 Perform a capillary puncture using appropriate supplies and techniques.
  - 22.10 Describe the most common complications associated with capillary and venipuncture, their causes, prevention and treatment.
- 23.0 Practice infection control following universal (standard) precautions. – The student will be able to:
- 23.01 Define the term "nosocomial infection."
  - 23.02 Describe/practice procedures for infection prevention.
  - 23.03 Discuss/perform isolation procedures.
  - 23.04 Identify potential routes of infection.
  - 23.05 Identify forms of fomites
- 24.0 Practice accepted procedures of transporting, accessioning and processing specimens. – The student will be able to:
- 24.01 Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA) and demonstrate the correct procedure for donning and removal of Personal Protective Equipment and use of engineering controls..

- 24.02 Demonstrate good laboratory practice for preparation and processing (e.g. - centrifugation, separation, aliquoting, labeling, and storage) of serum, plasma, urine, sputum, stool and culture specimens.
  - 24.03 Demonstrate knowledge of accessioning procedures.
  - 24.04 Describe routine procedures for transporting specimens.
  - 24.05 Explain DOT packaging requirements for specimens being transported to another site, such as a reference laboratory.
  - 24.06 Describe the significance of time constraints for specimen collection and delivery.
  - 24.07 Follow protocol for accepting verbal test orders and explain procedure for obtaining signature or other form of authentication of verbal orders.
- 25.0 Practice quality assurance and safety. – The student will be able to:
- 25.01 Distinguish and perform procedures which ensure reliability of test results when collecting blood specimens.
  - 25.02 Demonstrate knowledge of and practice appropriate patient safety.
  - 25.03 Practice safety in accordance with established procedures.
  - 25.04 Follow documentation procedures for work related accidents.
  - 25.05 Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings
- 26.0 Describe the role of a medical assistant with intravenous therapy in oncology and dialysis. – The student will be able to:
- 26.01 Perform appropriate procedures for disposing of used or contaminated capillary/venipuncture supplies.
  - 26.02 Perform appropriate techniques for making a peripheral blood smear for hematologic evaluation.
  - 26.03 Outline principles of Intravenous Therapy
  - 26.04 Demonstrate knowledge of Intravenous Terminology & Practices
  - 26.05 Describe dangers of Intravenous Treatment
  - 26.06 Demonstrate Intravenous Equipment
  - 26.07 Describe role of Medical Assistant in Assisting with Intravenous Therapy,

**Course Number: MEA0543**  
**Occupational Completion Point: D**  
**EKG Aide, MA – 75 Hours – SOC Code 31-9099**

- 27.0 Describe the cardiovascular system. – The student will be able to:
- 27.01 Locate the heart and surrounding structures.
  - 27.02 Diagram and label the parts of the heart and list the functions of each labeled part.
  - 27.03 Trace the flow of blood through the cardiopulmonary system.
- 28.0 Identify legal and ethical responsibilities of an EKG aide. – The student will be able to:
- 28.01 Recognize and practice legal and ethical responsibilities as they relate to an EKG aide.
  - 28.02 Maintain a safe and efficient work environment.

- 28.03 Maintain EKG equipment so it will be safe and accurate.
- 29.0 Demonstrate knowledge of, apply and use medical instrumentation modalities. – The student will be able to:
- 29.01 Calibrate and standardize the cardiograph instrument.
  - 29.02 Identify three types of lead systems.
  - 29.03 State Einthoven's triangle.
  - 29.04 Demonstrate proper lead placement including lead placement for patients with special needs.
  - 29.05 Identify artifacts and mechanical problems.
  - 29.06 Perform a 12 lead EKG.
  - 29.07 Perform a rhythm strip.
  - 29.08 Recognize normal sinus rhythm.
  - 29.09 Report any rhythm that is not normal sinus rhythm.
  - 29.10 Recognize a cardiac emergency as seen on the EKG.
  - 29.11 Use documentation skills to identify electrocardiographs.
- 30.0 Perform patient care techniques in the health care facility. – The student will be able to:
- 30.01 Describe the physical and mental preparation of the patient for EKG testing.
  - 30.02 Identify patient and verify the requisition order.
  - 30.03 Prepare patient for EKG testing.
  - 30.04 State precautions required when performing an EKG.

**Course Number: MEA0550**

**Occupational Completion Point: E**

**Medical Assistant 1 – 320 Hours – SOC Code 31-9092**

- 31.0 Demonstrate communication skills used by medical assistants. – The student will be able to:
- 31.01 Organize and express ideas in a concise, precise and logical manner.
  - 31.02 Use medical terminology as appropriate for a medical assistant.
  - 31.03 Instruct patients regarding health care and wellness practices.
  - 31.04 Describe the role of the medical assistant.
- 32.0 Demonstrate knowledge of legal responsibilities for medical assistants. – The student will be able to:
- 32.01 Provide health care as set forth in Florida Statute for the medical assistant.
  - 32.02 Distinguish between the liability of the physicians and staff members in the medical office.
  - 32.03 Explain the principles for preventing medical liability.
  - 32.04 List the principles in the Codes of Ethics for Medical Assistants as stated by the American Association of Medical Assistants.
- 33.0 Demonstrate an understanding of anatomy and physiology concepts in both illness and wellness states. – The student will be able to:

- 33.01 Identify and describe the structural units and anatomical positions of body systems in providing patient care.
- 33.02 Identify and describe body systems including structure, function, related conditions and diseases and their interrelationships.
- 33.03 Identify and define terms related to pediatrics, geriatrics and medical specialties.
- 33.04 Create a patient teaching plan which addresses dietary guidelines and special needs.

34.0 Demonstrate knowledge of the fundamentals of microbial control and use aseptic techniques. – The student will be able to:

- 34.01 Demonstrate competence in sanitation, disinfection and sterilization.
- 34.02 Sterilize and maintain instruments and supplies.
- 34.03 Sanitize instruments.
- 34.04 Wrap articles for autoclave.
- 34.05 Sterilize articles in autoclave.
- 34.06 Chemically disinfect articles.
- 34.07 Practice infection control and contamination prevention.
- 34.08 Safely handle contaminated equipment and supplies.
- 34.09 Create and maintain sterile fields for dressings and minor surgery.
- 34.10 Prepare for minor surgical procedures including surgical hand wash.
- 34.11 Remove sutures.
- 34.12 Correctly dispose of contaminated materials.

**Course Number: MEA0551**

**Occupational Completion Point: E**

**Medical Assistant 2 – 320 Hours – SOC Code 31-9092**

35.0 Demonstrate knowledge of emergency preparedness and protective practices. --The student will be able to:

- 35.01 Maintain and operate emergency equipment and supplies.
- 35.02 Comply with safety signs, symbols, and labels.
- 35.03 Evaluate the work environment to identify safe vs. unsafe working conditions.
- 35.04 Develop a personal (patient and employee) safety plan.
- 35.05 Develop an environmental safety plan.
- 35.06 Participate in a mock environmental exposure event and document steps taken.
- 35.07 Explain an evacuation plan for a physician's office.
- 35.08 Maintain a current list of community resources for emergency preparedness.

36.0 Perform CLIA-waived diagnostic clinical laboratory procedures. --The students will be able to:

- 36.01 Recognize signs and symptoms that may indicate to the physician a need for laboratory testing.
- 36.02 Describe the criteria used by Food and Drug Administration (FDA) to classify a test as "CLIA waived" and the regulatory constraints on test performance.
- 36.03 Explain the methods of quality control for CLIA-waived testing, identify acceptable and unacceptable control results, and describe specific corrective action required when results are unacceptable.

- 36.04 Demonstrate proper technique for the collection of urine, capillary whole blood (finger/heel stick), culture material (throat/nasal swab) and other specimen types required for CLIA-waived tests.
  - 36.05 Instruct patients in the proper collection of urine (clean catch, mid-stream), sputum and stool specimens.
  - 36.06 Perform CLIA-waived occult blood tests.
  - 36.07 Perform CLIA-waived urinalysis testing including color and turbidity assessment , specific gravity and reagent test strips.
  - 36.08 Perform CLIA-waived hematology tests (e.g. - hemoglobin, hematocrit).
  - 36.09 Perform CLIA-waived chemistry tests (e.g. - glucose, cholesterol)
  - 36.10 Perform CLIA-waived pregnancy tests.
  - 36.11 Perform CLIA-waived infectious disease testing (e.g. – strep screen, mono test, influenza A/B)
- 37.0 Demonstrate awareness of clinical microscopy techniques and procedures that may be performed in CLIA-exempt laboratories under physician supervision– The student will be able to:
- 37.01 Explain the CLIA-exemption for physician office laboratories
  - 37.02 Describe the criteria used by Food and Drug Administration (FDA) to classify a test as “Provider Performed Microscopy” and the regulatory constraints on test performance.
  - 37.03 Demonstrate the operation of a compound microscope using direct and oil immersion lens.
  - 37.04 Observe examples of the urine sediment (microscopic urinalysis and explain quantitation systems.
  - 37.05 Observe examples of gram stained preparations of gram positive and gram negative organisms
  - 37.06 Observe examples of Wright’s stained blood smears.
  - 37.07 Observe examples of (Describe the techniques for?) wet preps, KOH preps, and pin-worm preps for fungal elements and parasites.
- 38.0 Demonstrate basic office examination procedures. – The student will be able to:
- 38.01 Prepare patients for and assist the physician with physical examinations including, but not limited to, pre and post-natal, male and female reproductive, rectal, and pediatric.
  - 38.02 Measure and record vital signs, recognizing abnormalities and danger signs.
  - 38.03 Measure and record a pulse pressure
  - 38.04 Measure and record a orthostatic blood pressure
  - 38.05 Record patient data.
  - 38.06 Instruct patient on breast or testicular self-examinations.
  - 38.07 Assist with pediatric procedures, including, but not limited to, weighing, measuring, and collecting specimens.
  - 38.08 Prepare patients for diagnostic procedures.
- 39.0 Demonstrate minor treatments. – The student will be able to:
- 39.01 Instruct patients regarding self administration of medications.



- 39.02 Perform minor treatments as directed by the physician including hot and cold therapy, (which includes, but is not limited to the following: hot water bag, heating pad, hot soaks and compresses, ice bag, cold compresses and packs.)
  - 39.03 Assist the physician with examination, treatment, and/or minor surgery.
  - 39.04 Organize examination and treatment areas before, during, and after patient care.
  - 39.05 Perform orthopedic procedures, including but not limited to the following: crutch measurements and instruction in use of canes, crutches, walkers, and wheelchairs.
  - 39.06 Apply all types of roller bandages using turns as appropriate.
  - 39.07 Perform eye irrigations and instillations.
  - 39.08 Perform ear irrigations and instillations.
- 40.0 Demonstrate knowledge of basic diagnostic medical assisting procedures. – The student will be able to:
- 40.01 Perform visual and auditory screening.
  - 40.02 Demonstrate knowledge of ultrasound treatment.
  - 40.03 Demonstrate knowledge of spirometry.
  - 40.04 Demonstrate knowledge of oximetry.

**Course Number: MEA0552**

**Occupational Completion Point: E**

**Medical Assistant 3 – 320 Hours – SOC Code 31-9092**

- 41.0 Demonstrate knowledge of pharmaceutical principles and administer medications. – The student will be able to:
- 41.01 Identify commonly administered drugs, their uses and effects.
  - 41.02 Use correct pharmaceutical abbreviations and terminology.
  - 41.03 Identify various methods and routes of drug administration.
  - 41.04 Calculate dosage and administer pharmaceuticals to correct anatomical sites, to correct patient, by correct route of administration, at the correct time and chart correctly.
  - 41.05 Demonstrate knowledge of the legal and ethical standards related to the administration and the dispensing of drugs in the office setting under the doctor's supervision.
  - 41.06 Demonstrate appropriate techniques to:
    - 41.06.01 Prepare and administer non-parenteral medications (solid & liquids).
    - 41.06.02 Prepare and administer parenteral medications.
    - 41.06.03 Reconstitute powdered drugs.
    - 41.06.04 Prepare injections from ampules and vials.
    - 41.06.05 Administer intradermal injections.
    - 41.06.06 Administer subcutaneous injections.
    - 41.06.07 Administer intramuscular injections.
    - 41.06.08 Administer z-track intramuscular injections.
- 42.0 Demonstrate basic X-Ray procedures. – The student will be able to:
- 42.01 Position patients for basic x-rays.
  - 42.02 Demonstrate awareness of operation and maintenance of X-Ray equipment/accessories.

- 42.03 Demonstrate a knowledge of how to process X-Ray film and maintain film files.
  - 42.04 Evaluate X-Ray film quality.
  - 42.05 Describe X-Ray principles and safety practices.
  - 42.06 Instruct patient in preparation for basic X-Ray examinations.
  - 42.07 Describe X-Ray equipment operation.
  - 42.08 Use precautions and provide appropriate protection for patients and staff in the presence of ionizing radiation.
  - 42.09 Maintain a safe working environment in radiological work areas.
- 43.0 Perform administrative office duties. – The student will be able to:
- 43.01 Discuss principles of using Electronic Medical Record (EMR)
  - 43.02 Execute data management using Electronic Medical Record (EMR) including, but not limited to, patient registration, appointment scheduling, charting, billing and insurance processing, procedure and diagnostic coding, ordering and monitoring patient testing, medication and prescription orders, keyboarding and correspondence, and performing an office inventory.
  - 43.03 Execute non EMR data management including, but not limited to, selecting appropriate procedure and diagnostic codes, process insurance data and claims, develop and maintain billing and collection systems, and keyboarding documents.
  - 43.04 Perform various financial procedures, including, but not limited to, billing and collection procedures, payroll procedures, checkbook procedures, and related medical office software.
  - 43.05 Utilize the Electronic Medical Record (EMR) to maintain personnel records and perform payroll duties.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Record Transcribing  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170506
CIP Number	0351070701
Grade Level	30, 31
Standard Length	1200 hours
Teacher Certification	MED RECTEC @7 G MED TRANS @7 G MED ASST @7 G
CTSO	HOSA
SOC Codes (all applicable)	29-2099 Health Technologists and Technicians, All Other 31-9094 Medical Transcriptionists
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 11 Reading: 11

### 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.

This program is designed to prepare students for employment as SOC 31-9094 Medical Transcriptionists.

The content includes but is not limited to medical terminology, anatomy and physiology, grammar and punctuation, health care delivery systems, health information services, ethical and legal responsibilities, safety/security procedures, word processing/ transcription skills and employability skills.

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HIM0009	Introduction to Health Information Technology *	90 hours	29-2099
B	HIM0074	Medical Transcriber 1	370 hours	31-9094
	HIM0075	Medical Transcriber 2	370 hours	
	HIM0081	Medical Transcriber 3	370 hours	

**\* Students who have taken the Health core (HSC0003) previously as part of this program are not required to take HIM0009 to complete the program. These students should continue on to OCP B. Beginning in 2011-12 new students should be enrolled in HIM0009 as the first course in the program.**

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

Program must be taught in accordance with the guidelines of the model curriculum of the: Association for Healthcare Documentation Integrity (AHDI).

4230 Kiernan Avenue

Suite 130

Modesto, CA 95356

Phone: Toll Free (800) 982-2182 - Direct (209) 527-9620

Fax: 209-527-9633. Web site: <http://www.ahdionline.org/> E-mail: [ahdi@ahdionline.org](mailto:ahdi@ahdionline.org)

Students should be encouraged to become members of their professional organization, and participate in the state/local chapter activities. Admissions should be limited to individuals who have the ability to keyboard at a speed of 45 correct words per minute.

The program should prepare the graduate to take the national examination to become a Registered-Medical Transcriptionist. Certification is voluntary and is sponsored by the Association for Healthcare Documentation Integrity (AHDI). <http://www.ahdionline.org/>

Outcomes 01- 19 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate language arts knowledge and skills
- 02.0 Demonstrate mathematics knowledge and skills.
- 03.0 Demonstrate science knowledge and skills
- 04.0 Demonstrate an understanding of the healthcare delivery system and health occupations.
- 05.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 06.0 Explore health informatics and information management as a profession.
- 07.0 Demonstrate an understanding of health data concepts.
- 08.0 Describe the functions of a health record
- 09.0 Demonstrate a basic understanding of Health Information Technology.
- 10.0 Discuss classification systems, clinical vocabularies and terminologies.
- 11.0 Explore ethical issues in health informatics and information management
- 12.0 Identify the importance of privacy and health records law in healthcare.
- 13.0 Demonstrate computer knowledge and skills
- 14.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 15.0 Demonstrate employability skills.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Solve problems using critical thinking skills, creativity and innovation.
- 18.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 19.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 20.0 Use appropriate medical and scientific terminology.
- 21.0 Apply rules of English grammar and punctuation.
- 22.0 Utilize medical references.
- 23.0 Apply medical transcription technology
- 24.0 Practice safety and security specific to medical transcriber.
- 25.0 Explain the role of health information services.
- 26.0 Demonstrate ethical and legal principles with regard to the use of medical records.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Medical Record Transcribing**  
**PSAV Number: H170506**

**Course Number: HIM0009**  
**Occupational Completion Point: A**  
**Introduction to Health Information Technology– 90 Hours – SOC Code 29-2099**

Outcomes 01- 19 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

- 01.0    01.0    Demonstrate language arts knowledge and skills. – The student will be able to:
- 01.01    Locate, comprehend and evaluate key elements of oral and written information.AF2.4
  - 01.02    Draft, revise, and edit written documents using correct grammar, punctuation and
  - 01.03    vocabulary.AF2.5
  - 01.04    Present information formally and informally for specific purposes and audiences.AF2.9
- 02.0    Demonstrate mathematics knowledge and skills. – The student will be able to:
- 02.01    Demonstrate knowledge of arithmetic operations.AF3.2
  - 02.02    Analyze and apply data and measurements to solve problems and interpret documents.AF3.4
  - 02.03    Construct charts/tables/graphs using functions and data. AF3.5
- 03.0    Demonstrate science knowledge and skills. – The student will be able to:
- 03.01    Discuss the role of creativity in constructing scientific questions, methods and explanations.AF4.1
  - 03.02    Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.AF4.3
- 04.0    Demonstrate an understanding of the healthcare delivery system and health occupations. – The student will be able to:
- 04.01    Discuss the evolution of health care.
  - 04.02    Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 04.03    Discuss regulatory agencies and organizations within the healthcare delivery system
  - 04.04    Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.



- 05.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 05.01 Apply active listening skills to obtain and clarify information. CM 7.
  - 05.02 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 05.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 05.04 Respond to verbal and non-verbal cues.
  - 05.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 05.06 Use appropriate medical terminology and abbreviations.
  - 05.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 05.08 Recognize the importance of patient/client educations regarding healthcare.
  - 05.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 05.10 Recognize elements of communication using a sender-receiver model.
  - 05.11 Distinguish between and report subjective and objective information.
  - 05.12 Report relevant information in order of occurrence.
  - 05.13 Locate, organize and reference written information from various sources. CM 3.0
  - 05.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 05.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 05.16 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 05.17 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 06.0 Explore health informatics and information management as a profession. – The student will be able to:
- 06.01 Discuss the history of health information management.
  - 06.02 Discuss the professional opportunities within the health information management profession.
  - 06.03 Demonstrate knowledge of professional associations within HIM.
- 07.0 Demonstrate an understanding of health data concepts. – The student will be able to:
- 07.01 Describe the various uses of health data (primary and secondary).
  - 07.02 Describe various characteristics of health data quality and standards.
- 08.0 Describe the functions of a health record. – The student will be able to:
- 08.01 Demonstrate an understanding of the various formats of the health record.
  - 08.02 Explain the various uses of a health record.
- 09.0 Demonstrate a basic understanding of Health Information Technology. – The student will be able to:
- 09.01 Discuss how healthcare reform legislation can and does affect the HIT field.

- 09.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
- 09.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
- 10.0 Discuss classification systems, clinical vocabularies and terminologies. – The student will be able to:
  - 10.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 10.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
- 11.0 Explore ethical issues in Health Informatics and Information Management. – The student will be able to:
  - 11.01 Describe the code of ethics consistent with healthcare occupations.
  - 11.02 Recognize ethical issues related to health information technology.
  - 11.03 Recognize ethical issues related to coding and billing/medical transcription.
  - 11.04 Evaluate and justify decisions based on ethical reasoning.ELR 1.0
  - 11.05 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.ELR1.1
  - 11.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.ELR1.2
  - 11.07 Interpret and explain written organizational policies and procedures.ELR 2.0
- 12.0 Identify the importance of privacy and health records law in healthcare. – The student will be able to:
  - 12.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 12.02 Define and explain the composition of the legal patient record.
  - 12.03 Follow medical records policies and procedures for security, including confidentiality.
- 13.0 Demonstrate computer knowledge and skills. – The student will be able to:
  - 13.01 Demonstrate keyboarding skills.
  - 13.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 13.03 Demonstrate ability to connect to the internet
  - 13.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 13.05 Demonstrate ability to send and receive e-mail.
  - 13.06 Demonstrate ability to send messages with attached files.
  - 13.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 13.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
  - 13.09 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 13.10 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0

- 13.11 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 13.12 Employ collaborative/groupware applications to facilitate group work .IT 4.0
- 14.0 Demonstrate personal money-management concepts, procedures, and strategies. – The student will be able to:
  - 14.01 Identify and describe the services and legal responsibilities of financial institutions.FL 2.0
  - 14.02 Describe the effect of money management on personal and career goals.FL 3.0
  - 14.03 Develop a personal budget and financial goals.FL3.1
  - 14.04 Complete financial instruments for making deposits and withdrawals.FL3.2
  - 14.05 Maintain financial records.FL3.3
  - 14.06 Read and reconcile financial statements.FL3.4
  - 14.07 Research, compare and contrast investment opportunities. .FL4.0
- 15.0 Demonstrate employability skills. – The student will be able to:
  - 15.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 15.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
  - 15.03 Maintain a career portfolio to document knowledge, skills, and experience.ECD 5.0
  - 15.04 Write an appropriate resume.
  - 15.05 Conduct a job search.
  - 15.06 Complete a job application form correctly.
  - 15.07 Demonstrate competence in job interview techniques.
  - 15.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
  - 15.09 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
  - 15.10 Identify and demonstrate positive work behaviors needed to be employable.ECD 1.0
  - 15.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 15.12 Develop personal career plan that includes goals, objectives, and strategies.ECD 2.0
  - 15.13 Evaluate and compare employment opportunities that match career goals. ECD 6.0
  - 15.14 Identify and exhibit traits for retaining employment. ECD 7.0
  - 15.15 Identify opportunities and research requirements for career advancement. ECD 8.0
  - 15.16 Research the benefits of ongoing professional development. ECD 9.0
  - 15.17 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The student will be able to:

- 16.01 Employ leadership skills to accomplish organizational goals and objectives.LT1.0
  - 16.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks.LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
- 17.0 Solve problems using critical thinking skills, creativity and innovation. – The student will be able to:
- 17.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.PS1.0
  - 17.02 Employ critical thinking and interpersonal skills to resolve conflicts.PS 2.0
  - 17.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 17.04 Conduct technical research to gather information necessary for decision-making.PS 4.0
- 18.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 18.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 18.02 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
  - 18.03 Create a disaster and/or emergency response plan. SHE 2.3
- 19.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The student will be able to:
- 19.01 Describe the nature and types of business organizations. SY 1.0
  - 19.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 19.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 19.04 Explain the impact of the global economy on business organizations. SY 2.0

**Course Number: HIM0074**

**Occupational Completion Point: B**

**Medical Transcriber 1 – 370 Hours – SOC Code 31-9094**

- 20.0 Use appropriate medical and scientific terminology. – The student will be able to:
- 20.01 Spell, define and pronounce medical words and their components.
  - 20.02 Define and use medical abbreviations.
  - 20.03 Identify and explain structure and function of the human body.
  - 20.04 Identify disorders and treatments of the human body.
- 21.0 Apply rules of English grammar and punctuation. – The student will be able to:

- 21.01 Recognize and use the principal parts of speech.
- 21.02 Recognize and use punctuation marks.
- 21.03 Apply rules of numerical expression.
- 21.04 Apply rules of capitalization.
- 21.05 Define and use abbreviations.
- 21.06 Demonstrate ability to spell words in common usage
- 21.07 Evaluate and use reliable resources for research and practice.
- 21.08 Apply correct medical style as defined by authorities( i.e. AHDI Book of style, AMA Manual of Style)
- 21.09 Edit and proofread transcription.
- 21.10 Recognize and use report formats.

22.0 Utilize medical references. – The student will be able to:

- 22.01 Use medical dictionaries and specialty word books.
- 22.02 Identify and use trade, generic and chemical drug names utilizing reference sources.
- 22.03 Identify and use diagnostic test terminology.
- 22.04 Access, use and evaluate the reliability of resources located on the internet

**Course Number: HIM0075**

**Occupational Completion Point: B**

**Medical Transcriber 2 – 370 Hours – SOC Code 31-9094**

23.0 Apply medical transcription technology – The student will be able to:

- 23.01 Demonstrate keyboarding skills with an awareness of productivity and accuracy standards and definitions.
- 23.02 Demonstrate use of transcriber/dictation retrieval systems.
- 23.03 Students will accurately transcribe a required minimum number of reports history and physical, consultations, discharge summaries, operative reports and special reports, applying competencies specified in the areas of English Language, Medical Knowledge, Technology, Healthcare Documentation, and Professional practice.
- 23.04 Demonstrate the use of word processing programs, including commands.
- 23.05 Demonstrate knowledge of abbreviation expanders and other productivity-enhancing software.
- 23.06 Demonstrate a general knowledge of speech recognition technology and how it integrates into medical transcription.
- 23.07 Demonstrate a general knowledge of Electronic healthcare records (EHR) including the functions related to diction/transcription integration and editing, and common terminology used in EHR systems.

24.0 Practice safety and security specific to medical transcriber. – The student will be able to:

- 24.01 Follow health information policies and procedures for security, including confidentiality.
- 24.02 Demonstrate workstation ergonomics specific to the medical transcriptionist.

**Course Number: HIM0081**  
**Occupational Completion Point: B**  
**Medical Transcriber 3 – 370 Hours – SOC Code 31-9094**

- 25.0 Explain the role of health information services. – The student will be able to:
- 25.01 Understand the documentation workflow, and explain the importance of delivering healthcare documentation in a timely manner, and apply this concept.
  - 25.02 Explain the use of the health record by state, federal, accrediting and licensing agencies.
  - 25.03 Students will demonstrate an awareness of the opportunities in medical transcription and related careers and the importance of professional development.
- 26.0 Demonstrate ethical and legal principles with regard to the use of medical records. – The student will be able to:
- 26.01 Explain the importance of maintaining ethical and legal standards in compiling and using medical records.
  - 26.02 Maintain workstation confidentiality.
  - 26.03 Explain medical record authentication and its legal implications.
  - 26.04 Explain the scope of practice of the medical transcriptionist.
  - 26.05 Discuss the code of ethics of the Association for Healthcare Documentation Integrity (AHDI).
  - 26.06 Discuss the code of ethics of the American Health Information Management Association (AHIMA).
  - 26.07 Observe Health Insurance Portability and Accountability Act (HIPAA) regulations as these regulations apply to medical transcription

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Health Unit Coordinator (Postsecondary)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170513
CIP Number	0351070300
Grade Level	30, 31
Standard Length	500 hours
Teacher Certification	PRAC NURSE @7 G *(Registered Nurse) TEC MED !7 G REG NURSE 7 G MED RECTEC @ 7 G
CTSO	HOSA
SOC Codes (all applicable)	43-6013 Medical Secretaries 31-9099 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 10 Reading: 10

### **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 content includes but is not limited to interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work practices, clerical skills, safety and security use of computers, interpretation and transcription of doctors' orders, and employability skills. The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HIM0076	Health Unit Clerk	410 hours	43-6013

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Transcription of physicians' orders is an integral part of this course. This competency is achieved through simulated practice with standard equipment and supplies used in a health care facility by the health unit coordinator. An overview of anatomy and physiology serves as a foundation for medical terminology and CPR/first aid. A working knowledge of the computer is a competency achieved through actual practice. Role playing is one of the methods which can be used for developing interpersonal skills.

### **Supervised clinical experience is an integral part of this program.**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.



It is recommended that completers of this program take the National Association of Health Unit Coordinators Certification examination which is offered annually.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Interpret and apply medical terminology specific to health unit clerks.
- 18.0 Organize and maintain efficient work practices.
- 19.0 Perform clerical duties.
- 20.0 Practice safety/security.
- 21.0 Operate computers.
- 22.0 Read, interpret and transcribe physicians' orders.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Health Unit Coordinator  
**PSAV Number:** H170513

**Course Number:** HSC0003  
**Occupational Completion Point:** A  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.1 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.2 Identify common methods of payment for healthcare services.
  - 01.3 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.4 Describe the composition and functions of a health care team
  - 01.5 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.6 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.7 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.8 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.1 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.2 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.3 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.4 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.5 Use appropriate medical terminology and abbreviations.
  - 02.6 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.7 Recognize the importance of patient/client education regarding health care.
  - 02.8 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.9 Analyze elements of communication using a sender-receiver model.
  - 02.10 Distinguish between and report subjective and objective information.
  - 02.11 Report relevant information in order of occurrence.
  - 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 02.13 Locate, organize and reference written information from various sources. CM 3.0
  - 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
  - 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. –The student will be able to:
- 03.1 Discuss the legal framework of the healthcare occupations including scope of practice legislation
  - 03.2 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.3 Demonstrate procedures for accurate documentation and record keeping.
  - 03.4 Interpret healthcare facility policy and procedures.
  - 03.5 Explain the patients' "Bill of Rights."
  - 03.6 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.7 Describe advance directives.
  - 03.8 Distinguish between express, implied and informed consent.
  - 03.9 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a Code of Ethics consistent with the health care occupation.
  - 03.12 Identify and compare personal, professional and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of health care workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
  - 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
  - 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.1 Describe and apply strategies for prevention of diseases including health screenings and examinations.

- 04.2 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.3 Identify psychological reactions to illness including defense mechanisms.
  - 04.4 Identify complementary and alternative health practices including biomedical therapies
  - 04.5 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.6 Explain basic concepts of positive self image, wellness and stress.
  - 04.7 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.8 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.9 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.1 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.2 Demonstrate the safe use of medical equipment.
  - 05.3 Explain and apply the theory of root- cause analysis
  - 05.4 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.5 Identify and practice security procedures for medical supplies and equipment.
  - 05.6 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.7 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.8 Demonstrate proper body mechanics and ergonomics.
  - 05.9 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.1 Monitor and record vital signs.
  - 06.2 Describe legal parameters relating to the administration of emergency care.
  - 06.3 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.4 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:

- 07.1 Define principles of infection control including standard and transmission based precautions.
  - 07.2 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.3 Demonstrate knowledge of surgical asepsis.
  - 07.4 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.1 Describe technology applications in healthcare.
  - 08.2 Define terms and demonstrate basic computer skills.
  - 08.3 Interpret information from electronic medical documents.
  - 08.4 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
  - 08.5 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 08.6 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
  - 08.7 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.1 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.2 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.3 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
  - 09.4 Write an appropriate resume.
  - 09.5 Conduct a job search and complete a job application form correctly.
  - 09.6 Demonstrate competence in job interview techniques.
  - 09.7 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.8 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
  - 09.9 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
  - 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
  - 09.13 Identify and exhibit traits for retaining employment. ECD 7.0

- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
  - 09.15 Research the benefits of ongoing professional development. ECD 9.0
  - 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.1 Recognize emerging diseases and disorders.
  - 10.2 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.3 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.4 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.5 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.6 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills– The student will be able to:
- 11.1 Construct charts/tables/graphs to interpret health care practices using functions and data AF3.5
  - 11.2 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.3 Make, use and convert using both traditional and metric units.
  - 11.4 Make estimates and approximations and judge the reasonableness of the result.
  - 11.5 Convert from regular time to the 24-hour clock.
  - 11.6 Demonstrate ability to evaluate and draw conclusions.
  - 11.7 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.8 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.9 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.1 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 12.2 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 12.3 Present information formally and informally for specific purposes and audiences. AF2.9



- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.1 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
  - 13.2 Describe the effect of money management on personal and career goals. FL 3.0
  - 13.3 Develop a personal budget and financial goals. FL3.1
  - 13.4 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 13.5 Maintain financial records. FL3.3
  - 13.6 Read and reconcile financial statements. FL3.4
  - 13.7 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.1 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.2 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.3 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.4 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.1 Describe the nature and types of business organizations. SY 1.0
  - 15.2 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.3 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.4 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.1 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.2 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.3 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.4 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.5 Analyze attributes and attitudes of an effective leader.
  - 16.6 Recognize factors and situations that may lead to conflict. .
  - 16.7 Demonstrate effective techniques for managing team conflict.

**Course Number: HIM0076**

**Occupational Completion Point: B**

**Health Unit Clerk – 410 Hours – SOC Code 43-6013**

- 17.0 Interpret and apply medical terminology specific to health unit clerks. – The student will be able to:

- 17.01 Identify components of medical terms.
  - 17.02 Spell, pronounce and define medical terms, as related to Health Unit Coordinator.
  - 17.03 Relate medical terminology to the body systems.
  - 17.04 Identify and define standard abbreviations and medical symbols.
  - 17.05 Identify apothecary and metric systems.
- 18.0 Organize and maintain efficient work practices. --The student will be able to:
- 18.01 Arrange daily activities by priority.
  - 18.02 Prepare and post unit information lists.
  - 18.03 Maintain a supply of assembled medical/surgical admission packets.
  - 18.04 Assemble/disassemble addressograph plate.
  - 18.05 Distribute forms and articles from in-basket.
  - 18.06 Identify, store and maintain unit equipment/supplies in a neat and orderly manner.
  - 18.07 Sanitize nursing station equipment.
- 19.0 Perform clerical duties. – The student will be able to:
- 19.01 Record patients' allergies.
  - 19.02 Prepare and add forms to chart.
  - 19.03 Record vital signs and patient information.
  - 19.04 Prepare patients' admission chart.
  - 19.05 Record admission data on unit records.
  - 19.06 Prepare discharge chart for medical records.
  - 19.07 Obtain previous admission records/X-rays.
  - 19.08 Post all reports on charts.
  - 19.09 File and retrieve assorted forms.
  - 19.10 Perform patient admission, transfer and discharge procedures.
- 20.0 Practice safety/security. – The student will be able to:
- 20.01 Participate in emergency or disaster plan, CPR and first aid.
  - 20.02 Initiate codes upon nurse's directions.
  - 20.03 Contact nursing personnel regarding EKG abnormalities.
  - 20.04 Implement appropriate Joint Commission patient safety goals.
- 21.0 Operate computers. – The student will be able to:
- 21.01 Sign on to computers.
  - 21.02 Enter data/computer code.
  - 21.03 Correct mistakes.
  - 21.04 Use back-up system.
  - 21.05 Call up information stored in computer.
  - 21.06 Keyboard at a minimum of 30 words per minute.
- 22.0 Read, interpret and transcribe physicians' orders. – The student will be able to:
- 22.01 Identify all types of physician's orders.

- 22.02 Prioritize orders for transcription.
- 22.03 Prepare and route requisitions manually or via computer.
- 22.04 Arrange for ordered consultations.
- 22.05 Schedule patients' treatments or therapy with other hospital departments.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Medical Coder/Biller  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170526
CIP Number	0351070702
Grade Level	30, 31
Standard Length	1000 hours
Teacher Certification	CER COD SP 7 G MED RECTEC @7 G MED ASST @7 G MED TRANS @7 G
CTSO	HOSA
SOC Codes (all applicable)	29-2071 Medical Records and Health Information Technicians 29-2099 Health Technologists and Technicians, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 11 Reading: 11

### **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 program is designed to prepare students for employment in a variety of health care settings as entry level coder, medical record coder, coding technician, or coding clerks, or medical coder/biller or SOC Code 29-2071(Medical Records and Health Information Technicians) The

The content includes but is not limited to medical terminology, anatomy and physiology, coding systems, fundamentals of disease process including pharmacology, health care delivery systems, basics of medical records services, ethical and legal responsibilities, safety/security procedures, basic data processing, and employability skills.

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HIM0009	Introduction to Health Information Technology*	90 hours	29-2099
B	HIM0071	Medical Coder/Biller 1	300 hours	29-2071
	HIM0072	Medical Coder/Biller 2	300 hours	
	HIM0073	Medical Coder/Biller 3	310 hours	

**\* Students who have taken the Health core (HSC0003) previously as part of this program are not required to take HIM0009 to complete the program. These students should continue on to OCP B. Beginning in 2011-12 new students should be enrolled in HIM0009 as the first course in the program.**

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

Students should be encouraged to become members and participate in the activities of the professional organizations: American Health Information Management Association and/or American Academy of Procedural Coders.

About AHIMA Credentials:

Completers of the Medical Biller Coder program may take the Certified Coding Associate (CCA) credential exam as the first step in their coding career. The CCA is an entry-level credential that distinguishes new coders in the job market. Individuals with a CCA credential:

- Exhibit a level of commitment, competency, and professional capability usually absent in a newcomer to the field
- Demonstrate a commitment to the coding profession
- Distinguish themselves from non-credentialed coders and those holding credentials from other organizations less demanding of the higher level of expertise required to earn AHIMA certification.

The CCA should be viewed as the starting point for an individual entering a career as a coder. The AHIMA CCS and CCS-P exams demonstrate mastery level skills in coding. Most individuals challenge the CCS or CCS-P exams after two or more years of work experience in coding.

American Health Information Management Association  
919 North Michigan Ave. Suite 2150  
Chicago, IL. 60611-5519  
312/233-1100

The American Academy of Professional Coders (AAPC) sponsors a certification exam for coders with expertise in physician-based settings which leads to the title of Certified Professional Coder (CPC) or Certified Professional Coder Hospital (CPC-H).

American Academy of Professional Coders  
309 West 700 South  
Salt Lake City, UT. 84101  
1-800-626-2633

The National Healthcare Association also offers a national certification examination for a Certified Billing and Coding Specialist (CBCS).

National Healthcare Association  
7500 West 160<sup>th</sup> Street  
Stilwell, Kansas 66085  
800-499-9092  
[www.nhanow.com](http://www.nhanow.com)

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

Health Occupations Students of America, (HOSA) Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

Outcomes 01- 19 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

### **Standards**

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

- 01.0 Demonstrate language arts knowledge and skills
- 02.0 Demonstrate mathematics knowledge and skills.
- 03.0 Demonstrate science knowledge and skills
- 04.0 Demonstrate an understanding of the healthcare delivery system and health occupations.
- 05.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 06.0 Explore health informatics and information management as a profession.
- 07.0 Demonstrate an understanding of health data concepts.
- 08.0 Describe the functions of a health record
- 09.0 Demonstrate a basic understanding of Health Information Technology.
- 10.0 Discuss classification systems, clinical vocabularies and terminologies.
- 11.0 Explore ethical issues in Health Informatics and Information Management
- 12.0 Identify the importance of privacy and health records law in healthcare.
- 13.0 Demonstrate computer knowledge and skills
- 14.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 15.0 Demonstrate employability skills.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Solve problems using critical thinking skills, creativity and innovation.



- 18.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 19.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 20.0 Describe the anatomy and physiology of the human body.
- 21.0 Demonstrate proficiency in the application of medical terminology.
- 22.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology.
- 23.0 Demonstrate proficiency in the use of ICD and CPT coding systems, both manual and automated.
- 24.0 Demonstrate proficiency in ICD coding complexities
- 25.0 Utilize medical coding references.
- 26.0 Explain the basics of health information services.
- 27.0 Demonstrate ethical and legal principles with regard to the use of medical records.
- 28.0 Demonstrate understanding of medical billing.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Medical Coder/Biller**  
**PSAV Number: H170526**

**Course Number: HIM0009**  
**Occupational Completion Point: A**  
**Introduction to Health Information Technology – 90 Hours – SOC Code 29-2099**

Outcomes 01- 19 are referred to as the Health Information Technology core and do not have to be completed if the students has previously completed the core in another program at any level. The Core should be taken first or concurrently with the first course in the program.

- 01.0 Demonstrate language arts knowledge and skills. – The student will be able to:
- 01.01 Locate, comprehend and evaluate key elements of oral and written information.AF2.4
  - 01.02 Draft, revise, and edit written documents using correct grammar, punctuation and
  - 01.03 vocabulary.AF2.5
  - 01.04 Present information formally and informally for specific purposes and audiences.AF2.9
- 02.0 Demonstrate mathematics knowledge and skills. – The student will be able to:
- 02.01 Demonstrate knowledge of arithmetic operations.AF3.2
  - 02.02 Analyze and apply data and measurements to solve problems and interpret documents.AF3.4
  - 02.03 Construct charts/tables/graphs using functions and data. AF3.5
- 03.0 Demonstrate science knowledge and skills. – The student will be able to:
- 03.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.AF4.1
  - 03.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.AF4.3
- 04.0 Demonstrate an understanding of the healthcare delivery system and health occupations. – The student will be able to:
- 04.01 Discuss the evolution of health care.
  - 04.02 Demonstrate an understanding of the infrastructure of healthcare in the United States.
  - 04.03 Discuss regulatory agencies and organizations within the healthcare delivery system
  - 04.04 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.

- 05.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 05.01 Apply active listening skills to obtain and clarify information. CM 7.
  - 05.02 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 05.03 Identify characteristics of successful and unsuccessful communication including barriers.
  - 05.04 Respond to verbal and non-verbal cues.
  - 05.05 Compose written communication using correct spelling, grammar, formatting and confidentiality.
  - 05.06 Use appropriate medical terminology and abbreviations.
  - 05.07 Recognize the importance of courtesy and respect for patients and other healthcare workers and maintain good interpersonal relationships.
  - 05.08 Recognize the importance of patient/client educations regarding healthcare.
  - 05.09 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.
  - 05.10 Recognize elements of communication using a sender-receiver model.
  - 05.11 Distinguish between and report subjective and objective information.
  - 05.12 Report relevant information in order of occurrence.
  - 05.13 Locate, organize and reference written information from various sources. CM 3.0
  - 05.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 05.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 05.16 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 05.17 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 06.0 Explore health informatics and information management as a profession. – The student will be able to:
- 06.01 Discuss the history of health information management.
  - 06.02 Discuss the professional opportunities within the health information management profession.
  - 06.03 Demonstrate knowledge of professional associations within HIM.
- 07.0 Demonstrate an understanding of health data concepts. – The student will be able to:
- 07.01 Describe the various uses of health data (primary and secondary).
  - 07.02 Describe various characteristics of health data quality and standards.
- 08.0 Describe the functions of a health record. – The student will be able to:
- 08.01 Demonstrate an understanding of the various formats of the health record.
  - 08.02 Explain the various uses of a health record.
- 09.0 Demonstrate a basic understanding of Health Information Technology. – The student will be able to:
- 09.01 Discuss how healthcare reform legislation can and does affect the HIT field.

- 09.02 Interpret information from Electronic Health Records (EHR) and applications in healthcare
- 09.03 Demonstrate an understanding of creation, use, and purpose of the electronic health record.
- 10.0 Discuss classification systems, clinical vocabularies and terminologies. – The student will be able to:
  - 10.01 Demonstrate knowledge of administrative terminologies as they relate to HIM.
  - 10.02 Demonstrate knowledge of clinical terminologies as they relate to HIM.
- 11.0 Explore ethical issues in Health Informatics and Information Management. – The student will be able to:
  - 11.01 Describe the code of ethics consistent with healthcare occupations.
  - 11.02 Recognize ethical issues related to health information technology.
  - 11.03 Recognize ethical issues related to coding and billing/medical transcription.
  - 11.04 Evaluate and justify decisions based on ethical reasoning.ELR 1.0
  - 11.05 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.ELR1.1
  - 11.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.ELR1.2
  - 11.07 Interpret and explain written organizational policies and procedures.ELR 2.0
- 12.0 Identify the importance of privacy and health records law in healthcare. – The student will be able to:
  - 12.01 Identify standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 12.02 Define and explain the composition of the legal patient record.
  - 12.03 Follow medical records policies and procedures for security, including confidentiality.
- 13.0 Demonstrate computer knowledge and skills. – The student will be able to:
  - 13.01 Demonstrate keyboarding skills.
  - 13.02 Demonstrate the ability to save files and retrieve files from your computer.
  - 13.03 Demonstrate ability to connect to the internet
  - 13.04 Demonstrate ability to perform research on the internet by identifying reliable websites.
  - 13.05 Demonstrate ability to send and receive e-mail.
  - 13.06 Demonstrate ability to send messages with attached files.
  - 13.07 Demonstrate ability in word processing to create, edit, save, and print a Microsoft Word document.
  - 13.08 Demonstrate the ability to create and present a Microsoft PowerPoint project.
  - 13.09 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 13.10 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0

- 13.11 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 13.12 Employ collaborative/groupware applications to facilitate group work .IT 4.0
- 14.0 Demonstrate personal money-management concepts, procedures, and strategies. – The student will be able to:
- 14.01 Identify and describe the services and legal responsibilities of financial institutions.FL 2.0
- 14.02 Describe the effect of money management on personal and career goals.FL 3.0
- 14.03 Develop a personal budget and financial goals.FL3.1
- 14.04 Complete financial instruments for making deposits and withdrawals.FL3.2
- 14.05 Maintain financial records.FL3.3
- 14.06 Read and reconcile financial statements.FL3.4
- 14.07 Research, compare and contrast investment opportunities. .FL4.0
- 15.0 Demonstrate employability skills. – The student will be able to:
- 15.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 15.02 Define basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions).
- 15.03 Maintain a career portfolio to document knowledge, skills, and experience.ECD 5.0
- 15.04 Write an appropriate resume.
- 15.05 Conduct a job search.
- 15.06 Complete a job application form correctly.
- 15.07 Demonstrate competence in job interview techniques.
- 15.08 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential.
- 15.09 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 15.10 Identify and demonstrate positive work behaviors needed to be employable.ECD 1.0
- 15.11 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 15.12 Develop personal career plan that includes goals, objectives, and strategies.ECD 2.0
- 15.13 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 15.14 Identify and exhibit traits for retaining employment. ECD 7.0
- 15.15 Identify opportunities and research requirements for career advancement. ECD 8.0
- 15.16 Research the benefits of ongoing professional development. ECD 9.0
- 15.17 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The student will be able to:

- 16.01 Employ leadership skills to accomplish organizational goals and objectives.LT1.0
  - 16.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks.LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
- 17.0 Solve problems using critical thinking skills, creativity and innovation. – The student will be able to:
- 17.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.PS1.0
  - 17.02 Employ critical thinking and interpersonal skills to resolve conflicts.PS 2.0
  - 17.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 17.04 Conduct technical research to gather information necessary for decision-making.PS 4.0
- 18.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 18.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 18.02 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
  - 18.03 Create a disaster and/or emergency response plan. SHE 2.3
- 19.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The student will be able to:
- 19.01 Describe the nature and types of business organizations. SY 1.0
  - 19.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 19.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 19.04 Explain the impact of the global economy on business organizations. SY 2.0

**Course Number: HIM0071**

**Occupational Completion Point: B**

**Medical Coder/Biller 1 – 300 Hours – SOC Code 29-2071**

- 20.0 Describe the anatomy and physiology of the human body. – The student will be able to:
- 20.01 Describe the structure and function of the respiratory system.
  - 20.02 Describe the structure and function of the cardio-vascular system.
  - 20.03 Describe the structure and function of the muscular-skeletal system.
  - 20.04 Describe the structure and function of nervous, skin, and sensory systems.
  - 20.05 Describe the structure and function of the reproductive system.
  - 20.06 Describe the structure and function of the urinary system.
  - 20.07 Describe the structure and function of the digestive system.
  - 20.08 Describe the structure and function of the endocrine system.

- 21.0 Demonstrate proficiency in the application of medical terminology. – The student will be able to:
- 21.01 Recognize and identify word parts of medical terminology in daily use.
  - 21.02 Build, spell and pronounce correctly, appropriate terms from word parts learned and be able to give the meaning of the word.
  - 21.03 Identify word parts and be able to build, spell and understand new words with those parts.
  - 21.04 Spell and use medical abbreviations.
  - 21.05 Recognize and identify terminology of hospital and other clinical forms.
  - 21.06 Demonstrate use of basic terminology common to medical/surgical practices.
- 22.0 Demonstrate an understanding of the fundamentals of disease process in relationship to the human body, including pharmacology. – The student will be able to:
- 22.01 Demonstrate an understanding of the predisposing factors and direct causes of disease as they relate to the human body.
  - 22.02 Demonstrate an understanding of the general morphology of organisms and their role in the disease process.
  - 22.03 Demonstrate an understanding of the pathogenesis of diseases of all the body systems.

**Course Number: HIM0072**

**Occupational Completion Point: B**

**Medical Coder/Biller 2 – 300 Hours – SOC Code 29-2071**

- 23.0 Demonstrate proficiency in use of ICD and CPT coding systems, both manual and automated. – The student will be able to:
- 23.01 Outline the development of nomenclatures and classification systems.
  - 23.02 Identify conventions and Guidelines used in coding.
  - 23.03 Describe the process to annually update coding resources.
  - 23.04 Demonstrate the ability to code CPT and HCPCS II Codes with a focus on correct coding and sequencing of CPT codes for Anesthesia; Evaluation & Management (E&M); Surgery; Pathology and Laboratory; Radiology , and Medicine.
  - 23.05 Identify when it is appropriate to use HCPCS Level II codes and how to code them correctly.
  - 23.06 Use case studies and authentic medical records/abstracts to code intermediate and advanced, complex procedure code assignment using CPT (all sections), HCPCS II Codes, and, the current ICD Procedural Coding System
  - 23.07 Append all appropriate modifiers to both CPT and HCPCS II codes
  - 23.08 Explain Physician Quality Reporting Initiative (PQRI) and its relationship to CPT Category II codes.
  - 23.09 Demonstrate the ability to accurately code and sequence ICD-9-CM (volumes 1, 2 &3), ICD-10 and ICD-10-PCS Codes by body systems and supplemental chapters/materials.
  - 23.10 - Identify any discrepancies, incomplete information and/or poor document practices in relation to coding while following appropriate departmental policies for correcting errors or improving documentation practices.

- 24.0 Demonstrate proficiency in ICD coding complexities-The student will be able to:
- 24.01 Apply advanced ICD coding concepts to diagnostic complexities of complex case studies with an articulation of coding rules and sequencing.
  - 24.02 Using a variety of simulated patient records (Emergency Department, Ambulatory Surgery, and Inpatient), interpret data and assign diagnostic codes.
  - 24.03 Describe characteristics of prospective payment systems (DRG, APR-DRG and RUGS groupers) for various types of healthcare settings
  - 24.04 Review the format and conventions of ICD-10 coding systems.
  - 24.05 Identify the areas of similarities and differences between ICD-9-CM and ICD-10 and other diagnosis coding systems (DSM-IV, ICD-O).
  - 24.06 Use and maintain application processes to support other clinical classification systems (DSM IV, ICD-O).
  - 24.07 Explain how the Systematized Nomenclature of Medicine clinical terminology is utilized in the development of an electronic health record system.
- 25.0 Utilize medical coding references. – The student will be able to:
- 25.01 Use medical dictionaries.
  - 25.02 Identify and use trade generic and chemical drug names utilizing reference sources.
  - 25.03 Identify and use diagnostic test terminology.
- 26.0 Explain the significance of health information services to the Medical Coder/Biller. – The student will be able to:
- 26.01 Describe origin, history and definition of medical records.
  - 26.02 Describe the functions of the medical record department, i.e., data collecting, filing, retrieving, coding, indexing, etc.
  - 26.03 Explain the classification and functions of health information management personnel and chain of command.
  - 26.04 State reasons medical records are important in the health care delivery system.
  - 26.05 Explain different filing systems used in health care institutions.
  - 26.06 Describe the development of the medical record.
  - 26.07 Explain the importance of the medical record in relation to state and federal agencies, accrediting and licensing agencies.
  - 26.08 Demonstrate the use of a master patient index (MPI) system.

**Course Number: HIM0073**

**Occupational Completion Point: B**

**Medical Coder/Biller 3 – 310 Hours – SOC Code 29-2071**

- 27.0 Demonstrate ethical and legal principles with regard to the use of medical records. – The student will be able to:
- 27.01 Explain the importance of maintaining ethical and legal standards in compiling and using medical records.
  - 27.02 Discuss the Code of Ethics of the American Health Information Management Association.
  - 27.03 Explain the scope of practice of the medical coder/biller.



- 27.04 Demonstrate ethical coding practices as outlined by AHIMA.
- 28.0 Demonstrate understanding of medical billing. – The student will be able to:
  - 28.01 Complete HCFA 1500 or comparable claim form.
  - 28.02 Compare and contrast various reimbursement entities.
  - 28.03 Identify sources of payment, including patient and third parties.
  - 28.04 Use medical billing software.
  - 28.05 Perform electronic claims billing and submission.
  - 28.06 Interpret explanation of benefits (EOBs) and explanation of Medicare benefits (EOMBs).
  - 28.07 Analyze claims rejection, correct and resubmit for payment.
  - 28.08 Explain the relationship of Medicare Severity Diagnosis Related Groups (MS-DRGs) and Ambulatory Patient Classifications (APCs).
  - 28.09 Identify the various external regulating agencies and their impact on the coding systems.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Nursing Assistant (Long-Term Care)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170602
CIP Number	0351390200
Grade Level	30, 31
Standard Length	120 hours
Teacher Certification	REG NURSE 7 G PRAC NURSE @7 G *(Registered Nurse)
CTSO	HOSA
SOC Codes (all applicable)	31-1014 Nursing Assistants
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	N/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.

This program is designed to prepare students for employment as nursing assistants, nursing aides, and orderlies, nurse aides in nursing homes or SOC Code 31-1014 Nursing Assistants. Successful completion of this program from an approved school prepares the student for

certification for employment as a Nursing Assistant in a nursing home, in accordance with Chapter 82-163, Florida Statutes. To be approved, the course must be taught by a registered nurse. Those students who satisfactorily complete an approved course are eligible to apply to take the national nursing assistant examination being utilized in Florida, in accordance with Chapter 82-163, F.S. Nursing assistants do not need to be certified except to work in nursing homes unless it is a condition for employment in other institutions. This framework does not include acute care skills, nor all sections of the Health science Core.

New programs must be approved by the Board of Nursing, Department of Health prior to enrolling students.

Persons Who Are Enrolled In A State Approved Nursing Assistant Training Program, Approved By The Department Of Education, May Be Employed By A Licensed Nursing Home For A Period Of Four Months. The Certification Requirements Must Be Met Within Four Months Of Such Initial Employment. However, all new programs must obtain approval from the Board of Nursing, Department of Health.

The content includes, but is not limited to, interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, pet-facilitated therapy, health and safety including Cardio-pulmonary Resuscitation (CPR) – heart saver level, and employability skills.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of 1 occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	PRN0090	Nurse Aide and Orderly	120 hours	31-1014

The length of this program is 120 hours. Completion of this program should enable the postsecondary student to be given advanced standing in the Patient Care Technician program but will require additional evaluation and competencies to enter at the level of OCP A.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Students will perform nursing skills in the clinical and/or simulated laboratory settings under the supervision of a qualified registered nurse instructor. The recommended teacher/student ratio in the clinical area is 1 to 12, but the maximum is 1 to 15. Clinical and simulated laboratory learning experiences must correlate with didactic instruction. For nursing assistant certification a minimum of 40 hours clinical and/or cooperative education learning experiences must be obtained. Twenty hours of this clinical experience must be in a licensed nursing home.

### **Special Notes**

This program must be taught by a Registered Nurse meeting the qualifications as set forth in 64B9-15.004 (3) (a) F.A.C.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Students must have a minimum of 16 hours of training in communication and interpersonal skills, infection control, safety/emergency procedures, promoting residents' independence, and respecting residents' rights prior to any direct contact with a resident.

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

Health Occupations Students of America Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on

the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

N/A

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate mathematics and science knowledge and skills.
- 02.0 Demonstrate language arts knowledge and skills.
- 03.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 04.0 Describe the importance of professional ethics and legal responsibilities
- 05.0 Solve problems using critical thinking skills, creativity and innovation.
- 06.0 Use information technology tools.
- 07.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 08.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 09.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Explain the importance of employability skill and entrepreneurship skills.
- 12.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 13.0 Provide emergency care
- 14.0 Describe the anatomy and physiology of the human body
- 15.0 Perform physical comfort and safety functions
- 16.0 Provide personal patient care
- 17.0 Perform patient care procedures
- 18.0 Apply principles of nutrition
- 19.0 Provide care for geriatric patients.
- 20.0 Apply the principles of infection control
- 21.0 Provide biological, psychological, and social support
- 22.0 Perform organizational skills following the patient plan of care.
- 23.0 Assist with restorative (rehabilitative) activities
- 24.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:           Nursing Assistant (Long Term Care)  
PSAV Number:           H170602**

**Course Number: PRN0090  
Occupational Completion Point: A  
Nursing Aides, Orderlies and Attendants –120 – SOC Code 31-1014**

01.0 Demonstrate mathematics and science knowledge and skills.--The students will be able to:

- 01.01 Use measurements in both traditional and metric units.
- 01.02 Construct charts/tables/graphs using functions and data. AF3.5
- 01.03 Use addition, subtraction, multiplication and division of whole numbers and fractions in performing patient care procedures.
- 01.04 Demonstrate knowledge of arithmetic operations. AF3.2
- 01.05 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 01.06 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 01.07 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

02.0 Demonstrate language arts knowledge and skills.--The students will be able to:

- 02.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
- 02.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
- 02.03 Present information formally and informally for specific purposes and audiences. AF2.9

03.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.--The student will be able to:

- 03.01 Distinguish between factual reports and personal opinion.
- 03.02 Identify barriers to communication.
- 03.03 Use basic medical terminology and approved abbreviations.
- 03.04 Demonstrate effective interpersonal relationships.
- 03.05 Receive and give oral reports of a patient's status.
- 03.06 Report and record objective, pertinent observations, in written or oral form, observing legal guidelines.
- 03.07 Maintain current documentation.
- 03.08 Obtain specified data from patient and family.
- 03.09 Utilize verbal and written information to assist with the patient's plan of care.
- 03.10 Adapt communication skills to varied levels of understanding and cultural orientation.
- 03.11 Read and discuss technical material.

- 03.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 03.13 Locate, organize and reference written information from various sources. CM 3.0
  - 03.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 03.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 03.16 Apply active listening skills to obtain and clarify information. CM 7.0
  - 03.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 03.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 04.0 Describe the importance of professional ethics and legal responsibilities.-- The student will be able to:
- 04.01 Demonstrate legal and ethical behavior within the role and scope of nursing assistant responsibilities, including conflict resolution.
  - 04.02 Identify the role of each health-care team member.
  - 04.03 Explain "resident rights".
  - 04.04 Maintain confidentiality of patient information.
  - 04.05 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
  - 04.06 Follow policies and procedures affecting the health, safety, and well-being of patients.
  - 04.07 Recognize and report signs and symptoms of abuse and neglect.
  - 04.08 Recognize and report signs of substance abuse.
  - 04.09 Exhibit behavior supporting and promoting residents' rights.
  - 04.10 Recognize sexual harassment and domestic violence.
  - 04.11 Recognize that a C.N.A. Must self report any crimes they've been involved in within 30 days of the offense. (FS 456.0727(1) w)
  - 04.12 Discuss Florida certified nursing assistant rules.
  - 04.13 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
  - 04.14 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 04.15 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 04.16 Interpret and explain written organizational policies and procedures. ELR 2.0
- 05.0 Solve problems using critical thinking skills, creativity and innovation. --The students will be able to:
- 05.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 05.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 05.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 05.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 06.0 Use information technology tools.--The students will be able to:



- 06.01 Use personal information management (PIM) applications to increase workplace efficiency. IT1.0
  - 06.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 06.03 Employ computer operations applications to access, create, manage, integrate, and store information.
- 07.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. --The students will be able to:
- 07.01 Describe the nature and types of business organizations. SY 1.0
  - 07.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 07.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 07.04 Explain the impact of the global economy on business organizations. SY2.0
- 08.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.--The students will be able to:
- 08.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 08.02 Study the theory of root- cause analysis
  - 08.03 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 08.04 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
  - 08.05 Create a disaster and/or emergency response plan. SHE 2.3
- 09.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.--The students will be able to:
- 09.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 09.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. IT3.0
  - 09.03 Conduct and participate in meetings to accomplish work tasks. IT4.0
  - 09.04 Employ mentoring skills to inspire and teach others. IT5.0
- 10.0 Describe the importance of professional ethics and legal responsibilities.--The students will be able to:
- 10.01 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
  - 10.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 10.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2

- 10.04 Interpret and explain written organizational policies and procedures. ELR 2.0
- 11.0 Explain the importance of employability skill and entrepreneurship skills.--The students will be able to:
- 11.01 Conduct a job search and secure information about a job.
  - 11.02 Identify documents that may be required when applying for a job.
  - 11.03 Complete a job application.
  - 11.04 Demonstrate competence in job-interview techniques.
  - 11.05 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
  - 11.06 Demonstrate knowledge of how to make job changes appropriately.
  - 11.07 Demonstrate acceptable employee health habits.
  - 11.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
  - 11.09 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 11.10 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
  - 11.11 Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
  - 11.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
  - 11.13 Identify and exhibit traits for retaining employment. ECD 7.0
  - 11.14 Identify opportunities and research requirements for career advancement. ECD 8.0
  - 11.15 Research the benefits of ongoing professional development. ECD 9.0
  - 11.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 12.0 Demonstrate personal money-management concepts, procedures, and strategies.--The students will be able to:
- 12.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
  - 12.02 Describe the effect of money management on personal and career goals. FL 3.0
  - 12.03 Develop a personal budget and financial goals. FL3.1
  - 12.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 12.05 Maintain financial records. FL3.3
  - 12.06 Read and reconcile financial statements. FL3.4
  - 12.07 Research, compare and contrast investment opportunities. FL4.0
- 13.0 Provide emergency care.-- The student will be able to:
- 13.01 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid for infant, child and adult.
  - 13.02 Identify emergency evacuation procedures.
- 14.0 Describe the anatomy and physiology of the human body.--The student will be able to:

- 14.01 Describe the basic structure and function of body systems.
  - 14.02 Describe the relationships of body systems in providing patient care.
  - 14.03 Recognize abnormal signs and symptoms of common diseases and condition
- 15.0 Perform physical comfort and safety functions.--The student will be able to:
- 15.01 Care for equipment and supplies.
  - 15.02 Maintain patient units.
  - 15.03 Maintain service areas on the units.
  - 15.04 Observe and report the patient's behavior daily, including mental awareness.
  - 15.05 Adjust bed and siderails.
  - 15.06 Lift, hold, or transfer a patient, using good body mechanics.
  - 15.07 Transfer patient with mechanical lifters using proper body mechanics and patient safety measures.
  - 15.08 Transfer patient to stretcher.
  - 15.09 Turn and position patient.
  - 15.10 Maintain the resident's environment and care to avoid the need for restraint.
  - 15.11 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
  - 15.12 Assist patient to dangle.
  - 15.13 Assist patient in ambulation, including the use of crutch, cane, or walker.
  - 15.14 Assist patient in using wheelchair.
  - 15.15 Assist patient with care and use of prosthetic/orthotic devices.
  - 15.16 Administer back rub.
  - 15.17 Discuss The Joint Commission patient safety goals. ([www.icafo.org](http://www.icafo.org))
- 16.0 Provide personal patient care.-- The student will be able to:
- 16.01 Give bed bath; observe and report changes in patient.
  - 16.02 Assist with shower or tub bath, including the use of specialty tubs.
  - 16.03 Assist patient with sink, tub, shower, or bed shampoo.
  - 16.04 Shave patient.
  - 16.05 Groom patient, including hair, skin, foot, and nail care.
  - 16.06 Assist with and/or administer oral hygiene including denture care.
  - 16.07 Assist patient with toileting.
  - 16.08 Assist patient to dress.
  - 16.09 Assist patient with meals.
  - 16.10 Provide bowel and bladder training.
  - 16.11 Give perineal care.
- 17.0 Perform patient care procedures.-- The student will be able to:
- 17.01 Admit patient.
  - 17.02 Transfer patient.
  - 17.03 Make unoccupied/occupied bed.
  - 17.04 Measure and record patient's pulse and respiration.
  - 17.05 Measure and record patient's blood pressure.
  - 17.06 Measure and record patient's temperature.
  - 17.07 Measure and record patient's height and weight.
  - 17.08 Assist patient in passive range-of-motion exercises.

- 17.09 Apply anti-embolic hose and sequential compression devices.
  - 17.10 Collect, strain, and/or test routine urine specimen.
  - 17.11 Monitor catheter drainage system.
  - 17.12 Collect clean-catch (midstream-voided) urine specimen.
  - 17.13 Monitor fluid intake and output (i&o).
  - 17.14 Observe, record, and report patient's emesis.
  - 17.15 Monitor and assist with care of catheters.
  - 17.16 Assist with ostomy care.
  - 17.17 Collect stool specimen.
  - 17.18 Perform postmortem care.
  - 17.19 Maintain care and securing of patients personal possessions and of patient-belongings list.
  - 17.20 Identify signs and symptoms of pain.
- 18.0 Apply principles of nutrition. --The student will be able to:
- 18.01 Identify nutrients and food groups.
  - 18.02 Explain regional, cultural, and religious food preferences.
  - 18.03 Describe special diets.
  - 18.04 Prepare a basic food plan.
  - 18.05 Check patient's diet tray for accuracy.
  - 18.06 Identify methods of maintaining fluid balance.
- 19.0 Provide care for geriatric patients.--The student will be able to:
- 19.01 Identify safety principles as related to the elderly.
  - 19.02 Describe general characteristics, particular needs, and problems of the elderly.
  - 19.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
  - 19.04 Distinguish between fact and fallacy about the aging process.
  - 19.05 Identify community resources and services available to the elderly.
  - 19.06 Apply reality orientation techniques and validation therapy.
  - 19.07 Provide and involve patients in diversional activities.
  - 19.08 Identify common alterations in elderly patient behavior.
  - 19.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions, & cognitively impaired (dementia)).
  - 19.10 Recognize and respond appropriately to symptoms of common diseases, including dementia, depression/suicide and alzheimer's.
- 20.0 Apply the principles of infection control.--The student will be able to:
- 20.01 Wash hands.
  - 20.02 Provide care for patients with infectious diseases.
  - 20.03 Practice universal/standard precautions according to the centers for disease control guidelines.
  - 20.04 Set up isolation unit with proper personal protective equipment (PPE) for all types of isolation.
  - 20.05 Follow isolation procedure with food tray, garments, and other materials.
  - 20.06 Collect specimen from patient in isolation.
- 21.0 Provide biological, psychological, and social support.--The student will be able to:

- 21.01 Identify basic human needs.
  - 21.02 Discuss family roles and their significance to health.
  - 21.03 List community resources for individual and family health.
  - 21.04 Identify components of the grief process.
  - 21.05 Respond to patient and family emotional needs including death and dying.
- 22.0 Perform organizational skills following the patient plan of care. --The student will be able to:
- 22.01 Organize patient-care assignments.
  - 22.02 Complete assignments accurately and in a timely manner.
- 23.0 Assist with restorative (rehabilitative) activities.--The student will be able to:
- 23.01 List the purposes of restorative (rehabilitation) program.
  - 23.02 Assist patient with specified restorative (rehabilitation) needs.
  - 23.03 Assist patients/residents to reach the optimum level of independence.
- 24.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.--The student will be able to:
- 24.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens.
  - 24.02 Identify community resources and services available to individuals with diseases caused by blood borne pathogens.
  - 24.03 Identify "at risk" behaviors that promote the spread of aids and the public education needed to combat the spread of diseases caused by blood borne pathogens.
  - 24.04 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following center for disease control (CDC) guidelines.
  - 24.05 Demonstrate knowledge of the legal aspects of aids, including testing.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Home Health Aide (Postsecondary)  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170604
CIP Number	0351260200
Grade Level	PSAV
Standard Length	165 hours
Teacher Certification	REG NURSE 7 G PRAC NURSE @7 G *(Registered Nurse)
CTSO	HOSA
SOC Codes (all applicable)	31-1011 Home Health Aides 31-9099 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	N/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.

This program is designed to prepare students for employment as a home attendant, or home health aide (SOC Code 31-1011) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, instruction in those supportive services that are required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment, as stated in Rules of the Department of Health - Minimum Standards for Home Health Agencies. Additional content areas to be included are: legal and ethical responsibilities; communication skills; basic human needs; a safe, clean, and healthy home environment; the developmental process; nutritional needs; emergency care; personal care; special care and rehabilitation needs of the client; household management; record-keeping; pet facilitated therapy; and employability skills.

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.

Section 59A-8.0095 Home Health Aide, Administrative Rules, Department of Health and Rehabilitative Services contain much valuable information for program planning. These rules require that if the Home Health Aide receives training through a vocational school where professional standards have been established in accordance with the State Board of Education, a certificate of successful completion shall be on file with the employer.

### **Program Structure**

This program is a planned sequence of instruction consisting of 2 occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HCP0330	Home Health Aide	75 hours	31-1011

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Basic infection control, first aid, cardio-pulmonary resuscitation (CPR)--heart saver level, vital signs, home-care skills and client care skills are integral parts of this program. Clinical experiences, where the student may practice, demonstrate and perform the procedures associated with bedside client care, are an appropriate part of this program.

**Please refer to 42CFR§484.36 for the clinical requirements for the Home Health Aide program.**

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If the Home Health Aide receives training through a vocational school where professional standards have been established in accordance with the State Board of Education, a certificate of successful completion shall be on file with the employer.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health occupations Students of America Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

N/A

### **Accommodations**



Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Use verbal and written communications specific to Home Health Aide.
- 18.0 Demonstrate legal and ethical responsibilities specific to Home Health Aide.
- 19.0 Perform physical comfort and safety functions specific to Home Health Aide.
- 20.0 Provide personal patient care.
- 21.0 Perform patient care procedures.
- 22.0 Apply principles of nutrition.
- 23.0 Provide care for geriatric patients.
- 24.0 Apply the principles of infection control specific to Home Health Aide.
- 25.0 Provide bio-psycho-social support
- 26.0 Perform supervised organizational functions, following the patient plan of care.
- 27.0 Assist with rehabilitative activities.
- 28.0 Perform home health-care services

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Home Health Aide**  
**PSAV Number: H170404**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: HCP0330**  
**Occupational Completion Point: B**  
**Home Health Aide – 75 Hours – SOC Code 31-1011**

- 17.0 Use verbal and written communications specific to home health aide.--The student will be able to:
- 17.01 Obtain specified data from patient and family.
  - 17.02 Utilize verbal and written information to contribute to the patient's plan of care.
  - 17.03 Demonstrate use of the intercom.
- 18.0 Demonstrate legal and ethical responsibilities specific to home health aide. --The student will be able to:
- 18.01 Demonstrate legal and ethical behavior within the role and scope of home health aide responsibilities.
  - 18.02 Follow policies and procedures concerning care as directed by the employer.
  - 18.03 Recognize and report signs of substance abuse.
  - 18.04 Follow legal guidelines in charting.
  - 18.05 Exhibit behavior supporting and promoting residents' rights.



- 18.06 Recognizes and follows limits if job restrictions.
- 19.0 Perform physical comfort and safety functions specific to home health aide. --The student will be able to:
  - 19.01 Maintain patient units in the home.
  - 19.02 Adjust bed and side-rails.
  - 19.03 Transfer patient, with mechanical lifters using proper body mechanics and patient safety measures.
  - 19.04 Turn and position patient.
  - 19.05 Apply protective devices as directed (e.g. vest or belt).
  - 19.06 Apply comfort devices as directed (e.g. footboard, over-bed cradle, alternating pressure mattress).
  - 19.07 Assist patient to dangle.
  - 19.08 Assist patient in ambulation, including the use of crutch, cane, or walker.
  - 19.09 Assist patient in using wheelchair.
  - 19.10 Assist patient with care and use of prosthetic/orthotic devices.
  - 19.11 Administer back rub.
  - 19.12 Identify emergency evacuation procedures with adaptations to the home setting.
  - 19.13 Implement appropriate Joint Commission patient safety goals.
- 20.0 Provide personal patient care.--The student will be able to:
  - 20.01 Give bed bath; observe and report changes in patient.
  - 20.02 Practice procedures for safety in the bathroom including the use of adaptive shower equipments such as shower chairs, long handled bath sponge, Grab Bars, Extended shower hose, Rubber mat in tub or shower, and Rubber based rug outside the shower
  - 20.03 Assist with shower or tub bath, including use of specialty tubs.
  - 20.04 Assist patient with sink, tub, shower, or bed shampoo.
  - 20.05 Shave patient.
  - 20.06 Groom patient, including hair, skin, foot, and nail care.
  - 20.07 Assist with and/or administer oral hygiene.
  - 20.08 Assist patient with toileting.
  - 20.09 Assist patient to dress.
  - 20.10 Feed and/or assist patient with meals.
- 21.0 Perform patient care procedures.--The student will be able to:
  - 21.01 Make unoccupied/occupied bed.
  - 21.02 Assist patient in passive range-of-motion exercises.
  - 21.03 Apply anti-embolic hose and sequential compression devices.
  - 21.04 Collect, strain, and/or test routine urine specimen.
  - 21.05 Monitor catheter drainage system.
  - 21.06 Monitor fluid intake and output (I&O) including forcing and restricting fluids.
  - 21.07 Observe, record, and report patient's emesis.
  - 21.08 Assist patient with moist and dry heat applications to include the sitz bath.
  - 21.09 Assist with ostomy care.
  - 21.10 Collect stool specimen.
  - 21.11 Care for patients receiving oxygen therapy.

- 22.0 Apply principles of nutrition.--The student will be able to:
- 22.01 Identify nutrients and food groups.
  - 22.02 Explain regional, cultural, and religious food preferences.
  - 22.03 Describe special diets.
  - 22.04 List factors that must be considered when purchasing food.
  - 22.05 Prepare a basic food plan.
  - 22.06 List factors that must be considered when storing food.
  - 22.07 Identify methods of maintaining fluid balance.
  - 22.08 Identify methods of food preparation.
  - 22.09 Discuss preparation and serving of trays in the home.
- 23.0 Provide care for geriatric patients--The student will be able to:
- 23.01 Identify safety principles, as related to the elderly.
  - 23.02 Describe general characteristics, particular needs, and problems of the elderly.
  - 23.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
  - 23.04 Distinguish between fact and fallacy about the aging process.
  - 23.05 Identify community resources and services available to the elderly.
  - 23.06 Apply Reality Orientation Techniques and Validation Therapy.
  - 23.07 Provide and involve patients in diversional activities.
  - 23.08 Identify common alterations in elderly patient behavior or health status and follow up within the home health aide scope of performance.
  - 23.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions, cognitively impaired (dementia)).
- 24.0 Apply the principles of infection control specific to home health aide.--The student will be able to:
- 24.01 Provide care for patients with infectious diseases in the home.
  - 24.02 Follow isolation procedures with food tray, garments, and other materials in the home.
  - 24.03 Utilize universal (standard) precautions in all home care.
- 25.0 Provide bio-psycho-social support.--The student will be able to:
- 25.01 Discuss family and significant other roles and their significance to health.
  - 25.02 Respond to patient and family and significant other emotional needs.
- 26.0 Perform supervised organizational functions, following the patient plan of care.--The student will be able to:
- 26.01 Organize patient-care assignments.
  - 26.02 Complete assignments accurately and in a timely manner.
- 27.0 Assist with rehabilitative activities.--The student will be able to:
- 27.01 List the purposes of restorative (rehabilitation) programs.
  - 27.02 Assist patient with specified restorative (rehabilitation) needs.
  - 27.03 Assist patients/residents to reach the optimum level of independence.

28.0 Perform home health-care services.--The student will be able to:

- 28.01 Follow an established work plan with the patient and family.
- 28.02 Perform patient-related cleaning tasks and laundry.
- 28.03 Identify methods for medication storage.
- 28.04 Assist patient with taking self-administered prescribed medication in the home, and identify possible side effects and emergency procedures for adverse reactions.
- 28.05 Demonstrate how to improvise equipment and supplies in the home.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**       Nursing Assistant (Articulated)  
**Program Type:**       Career Preparatory  
**Career Cluster:**      Health Science

PSAV	
Program Number	H170690
CIP Number	0351390203
Grade Level	30,31
Standard Length	165 hours
Teacher Certification	REG NURSE 7 G PRAC NURSE@7 G *(Registered Nurse)
CTSO	HOSA
SOC Codes (all applicable)	31-1014 Nursing Assistants 31-9099 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	N/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.

This program is designed to prepare students for employment as nursing assistants (SOC 31-1014 Nursing Assistants). Successful completion of this program from an approved school prepares the student for certification for employment as a Nursing Assistant in a nursing home in accordance with 464.203, Florida Statutes. To be approved, the course must be taught by a

Registered Nurse. Those students who satisfactorily complete and approved course are eligible to apply to take the National Nursing Assistant examination being utilized in Florida, in accordance with 464.203, F.S. Nursing assistants do not need to be certified except to work in nursing homes unless it is a condition for employment in other institutions. This framework does not include acute care skills.

**Persons who are enrolled in a state approved nursing assistant training program, approved by the department of education, may be employed by a licensed nursing home for a period of four months. The certification requirements must be met within four months of such initial employment, however. All new programs must obtain approval from the board of nursing, department of health.**

The content includes but is not limited to interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, pet-facilitated therapy, health and safety including Cardio-pulmonary Resuscitation (CPR) – heart saver level, and employability skills.

The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### Program Structure

This program is a planned sequence of instruction consisting of 2 occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HCP0121	Nurse Aide and Orderly (Articulated)	75 hours	31-1014

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Students will perform nursing skills in the clinical and/or simulated laboratory settings under the supervision of a qualified registered nurse instructor.** The recommended teacher/student ratio in the clinical area is 1 to 12, but the maximum is 1 to 15. Clinical and

simulated laboratory learning experiences must correlate with didactic instruction. For nursing assistant certification a minimum of 40 hours clinical and/or cooperative education learning experiences must be obtained. Twenty hours of this clinical experience must be in a licensed nursing home.

### **Special Notes**

This program must be taught by a Registered Nurse meeting the qualifications as set forth in 64B9-15.004 (3) (a) F.A.C.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Students must have a minimum of 16 hours of training in communication and interpersonal skills, infection control, safety/emergency procedures, promoting residents' independence, and respecting residents' rights prior to any direct contact with a resident.

The length of this program is 165 hours. Completion of this program should enable the postsecondary student to be given advanced standing in the Patient Care Technician and Patient Care Assistant programs. It also allows successful completers of this program to enter the Practical Nursing program at OCP B.–

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health occupations Students of America is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general

knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

N/A

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## Standards

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including aids
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Use verbal and written communications specific to the Nursing assistant.
- 18.0 Demonstrate legal and ethical responsibilities specific to the nursing assistant.
- 19.0 Perform physical comfort and safety functions specific to the nursing assistant.
- 20.0 Provide personal patient care.
- 21.0 Perform patient care procedures.
- 22.0 Apply principles of nutrition.
- 23.0 Provide care for geriatric patients.
- 24.0 Apply the principles of infection control specific to the nursing assistant.
- 25.0 Provide biological, psychological, and social support.
- 26.0 Perform supervised organizational functions, following the patient plan of care.
- 27.0 Assist with restorative (rehabilitative) activities.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Nursing Assistant (Articulated)  
PSAV Number: H170690**

**Course Number: HSC0003  
Occupational Completion Point: A  
Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: HCP0121****Occupational Completion Point: B****Nurse Aides, Orderlies, & Attendants - 75 Hours – Soc Code 31-1014**

The following intended outcomes 17-27 should be taught together to achieve the occupational completion point of nursing assistant (articulated). The average achieving student should be able to complete the module in 75 clock hours. The standard length for the nursing assistant (articulated) program including the core is 165 hours but cannot be less than 120 hours.

Successful completion of the occupational completion point of nursing assistant (articulated) qualifies the student to take the state certification examination for nursing assistant if the program has been approved. To be approved the program must be taught by a registered nurse and must have 40 hours of clinical, twenty of which are in a licensed nursing home, and be at least 120 hours in length. Such certification is required for employment in a nursing home, in accordance with chapter 82-163, Florida statutes. Applications for approval are available through the state supervisor for health science education.

Students completing this module will be able to:

- 17.0 Use verbal and written communications specific to nursing assistant.--The student will be able to:
- 17.01 Obtain specified data from patient and family.
  - 17.02 Utilize verbal and written information to assist with the patient's plan of care.
  - 17.03 Demonstrate use of the intercom.
- 18.0 Demonstrate legal and ethical responsibilities specific to nursing assistant.--The student will be able to:
- 18.01 Demonstrate legal and ethical behavior within the role and scope of nursing assistant responsibilities, including conflict resolution.
  - 18.02 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
  - 18.03 Follow policies and procedures affecting the health, safety, and well-being of patients.
  - 18.04 Recognize and report signs of substance abuse.
  - 18.05 Follow legal guidelines in charting.
  - 18.06 Exhibit behavior supporting and promoting residents' rights.
  - 18.07 Recognize that a C.N.A. Must self report any crimes they've been involved in within 30 days of the offense. (FS 456.0727(1) w)
  - 18.08 Discuss Florida certified nursing assistant rules.
- 19.0 Perform physical comfort and safety functions specific to nursing assistant.--The student will be able to:
- 19.01 Maintain patient units and equipment.
  - 19.02 Maintain service areas on the units including supplies and equipment.
  - 19.03 Observe, report, and note changes in the patient's behavior, including mental awareness.
  - 19.04 Adjust bed and siderails.
  - 19.05 Transfer patient with mechanical lifters using proper body mechanics and patient safety measures.
  - 19.06 Turn and position patient.
  - 19.07 Apply protective devices as directed (e.g., vest and belt).
  - 19.08 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
  - 19.09 Assist patient to dangle.
  - 19.10 Assist patient in ambulation, including the use of crutch, cane, or walker.
  - 19.11 Assist patient in using wheelchair.
  - 19.12 Assist patient with care and use of prosthetic/orthotic devices.
  - 19.13 Administer back rub.
  - 19.14 Describe emergency procedures utilized in the clinical area(s).
  - 19.15 Implement appropriate Joint Commission patient safety goals.
- 20.0 Provide personal patient care.--The student will be able to:
- 20.01 Give bed bath; observe and report changes in patient.
  - 20.02 Assist with shower or tub bath, including the use of specialty tubs.
  - 20.03 Assist patient with sink, tub, shower, or bed shampoo.
  - 20.04 Shave patient.

- 20.05 Groom patient, including hair, skin, foot, and nail care.
- 20.06 Assist with and/or administer oral hygiene including denture care.
- 20.07 Assist patient with toileting using various types of restorative and rehabilitative equipment.
- 20.08 Assist patient to dress.
- 20.09 Feed and/or assist patient with meals.
- 20.10 Assist with bowel and bladder training.
- 20.11 Give perineal care.

21.0 Perform patient care procedures.--The student will be able to:

- 21.01 Demonstrate ability to accurately measure and record vital signs.
- 21.02 Admit patient.
- 21.03 Assist with transfer patient.
- 21.04 Assist with discharge of patient.
- 21.05 Make unoccupied/occupied bed.
- 21.06 Measure and record patient's height and weight.
- 21.07 Assist patient in passive range-of-motion exercises.
- 21.08 Apply anti-embolic hose and sequential compression devices.
- 21.09 Collect, strain, and/or test routine urine specimen.
- 21.10 Collect timed urine specimen.
- 21.11 Monitor catheter drainage system.
- 21.12 Collect clean-catch (midstream-voided) urine specimen.
- 21.13 Monitor fluid intake and output (i&o).
- 21.14 Observe, record, and report patient's emesis.
- 21.15 Monitor and assist with care of catheters.
- 21.16 Assist with ostomy care.
- 21.17 Collect stool specimen.
- 21.18 Perform postmortem care.
- 21.19 Maintain patient-belongings list.

22.0 Apply principles of nutrition.--The student will be able to:

- 22.01 Identify nutrients and food groups.
- 22.02 Explain regional, cultural, and religious food preferences.
- 22.03 Describe special diets.
- 22.04 Prepare a basic food plan.
- 22.05 Check patient's diet tray for accuracy.
- 22.06 Identify methods of maintaining fluid balance.

23.0 Provide care for geriatric patients.--The student will be able to:

- 23.01 Identify safety principles as related to the elderly.
- 23.02 Describe general characteristics, particular needs, and problems of the elderly.
- 23.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
- 23.04 Distinguish between fact and fallacy about the aging process.
- 23.05 Identify community resources and services available to the elderly.
- 23.06 Apply reality orientation techniques and validation therapy.
- 23.07 Provide and involve patients in diversional activities.
- 23.08 Identify common alterations in elderly patient behavior.



- 23.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions, cognitively impaired (dementia)).
- 23.10 Recognize and respond appropriately to symptoms of common diseases, including dementia, depression/suicide and alzheimer's.
- 24.0 Apply the principles of infection control specific to nursing assistant.--The student will be able to:
  - 24.01 Provide care for patients with infectious diseases applying the principles of "universal (standard) precautions" utilized with all patients as well as special procedures required.
  - 24.02 Set up isolation unit with proper personal protective equipment (PPE) for all types of isolation.
  - 24.03 Follow isolation procedure with food tray, garments, and other materials.
  - 24.04 Collect specimen from patient in isolation.
- 25.0 Provide biological, psychological, and social support.--The student will be able to:
  - 25.01 Discuss family roles and their significance to health.
  - 25.02 Respond to patient and family emotional needs.
- 26.0 Perform supervised organizational functions, following the patient plan of care.--The student will be able to:
  - 26.01 Organize patient-care assignments.
  - 26.02 Complete assignments accurately and in a timely manner.
- 27.0 Assist with restorative (rehabilitative) activities.--The student will be able to:
  - 27.01 List the purposes of restorative (rehabilitation) programs.
  - 27.02 Assist patients with specified restorative (rehabilitation) needs.
  - 27.03 Assist patients/residents to reach the optimum level of independence.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Patient Care Assistant  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170692
CIP Number	0351390202
Grade Level	30,31
Standard Length	290 hours
Teacher Certification	See Certification Matrix
CTSO	HOSA
SOC Codes (all applicable)	31-1014 Nursing Assistants 31-1011 Home Health Aides 31-9099 Healthcare Support Workers, All Other
Facility Code	[253] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	N/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.

This program is designed to prepare students for employment as cross trained nursing assistants (SOC 31-9099 Healthcare Support Workers,) All others, Patient Care Assistants, Nursing Aides and Orderlies, or Home Health Aides. This program offers a broad foundation of

knowledge and skills, expanding the traditional role of the nursing assistant, for both acute and long term care settings.

The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues

**Program Structure**

This program is a planned sequence of instruction consisting of four occupational completion points. The Health Science Core is required for all health programs and options. Secondary or postsecondary students who have previously completed the Health Science Core will not have to repeat the core. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

Specific course information regarding licensure and certification guidelines is included with the student performance standards portion of the framework. The recommended length for the core is 90 clock hours.

This program may be offered in PSAV courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 1001.44, F.S.

The related modules available in this program are:

- Health Science Core
- Articulated Nursing Assistant
- Advanced Home Health Aide
- Patient Care Assistant

To complete at Patient Care Assistant, the module Core, Articulated Nursing Assistant and Home Health Aide plus the Patient Care Assistant module must be completed. The standard length of the entire program is 290 hours.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HCP0121	Nurse Aide and Orderly (Articulated)	75 hours	31-1014
C	HCP0332	Advanced Home Health Aide	50 hours	31-1011

OCP	Course Number	Course Title	Course Length	SOC Code
D	HCP0020	Patient Care Assistant	75 hours	31-9099

Teacher Certifications for each course			
	Any Health OCC G *( <a href="#">See DOE Approved List</a> )	PRAC NURSE @7G *(Must be a registered nurse)	REG NURSE 7 G
CORE	X	X	X
Nursing Assistant (Articulated)		X	X
Home Health Aide		X	X
Patient Care Assistant		X	X

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Students will perform nursing skills in a clinical setting for approximately one-half of the program, under the supervision of a qualified registered nurse instructor. The recommended teacher/student ratio in the clinical area is 1:12. Clinical learning experiences must correlate with didactic instructional and laboratory experiences.

### Special Notes

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Students who have completed the Health Science Core may articulate to this program. For teacher certification requirements for the remaining modules please check the certification diagram and/or the individual module.

New programs must be approved by the Board of Nursing, Department of Health prior to enrolling students.

Students must have a minimum of 16 hours of training in communication and interpersonal skills, infection control, safety/emergency procedures, promoting residents' independence, and respecting residents' rights prior to any direct contact with a resident.

Completion of this program should enable the postsecondary student to be given advanced standing in the Practical Nursing program H170605 as well as the ability to enter the Patient Care Technician program at OCP E.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

N/A

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including aids
- 11.0 Demonstrate mathematics and science knowledge and skills.

- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Use verbal and written communications specific to the nursing assistant.
- 18.0 Demonstrate legal and ethical responsibilities specific to the nursing assistant.
- 19.0 Perform physical comfort and safety functions specific to the nursing assistant.
- 20.0 Provide personal patient care.
- 21.0 Perform patient care procedures.
- 22.0 Apply principles of nutrition.
- 23.0 Provide care for geriatric patients.
- 24.0 Apply the principles of infection control specific to the nursing assistant.
- 25.0 Provide biological, psychological, and social support.
- 26.0 Perform supervised organizational functions, following the patient plan of care.
- 27.0 Assist with restorative (rehabilitative) activities.
- 28.0 Use verbal and written communications specific to home health aide.
- 29.0 Demonstrate legal and ethical responsibilities specific to home health aide.
- 30.0 Perform physical comfort and safety functions specific to home health aide.
- 31.0 Apply principles of nutrition specific to home health aide.
- 32.0 Apply the principles of infection control specific to home health aide.
- 33.0 Perform home health-care services.
- 34.0 Perform nursing assistant skills related to the hospital setting.
- 35.0 Provide nursing assistant care for the adult patient.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Patient Care Assistant**  
**PSAV Number: H170692**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.



- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: HCP0121**  
**Occupational Completion Point: B**  
**Nurse Aide and Orderly– 75 Hours – Soc Code 31-1014**

**Module: Nursing Assistant (Articulated)**

The following intended outcomes 17-27 should be taught together as a module to achieve the occupational completion point of nursing assistant articulated. The average achieving student should be able to complete the module in 75 clock hours. The standard length for the articulated nursing assistant program including the core is 165 hours but cannot be less than 120 hours.

Successful completion of the occupational completion point of nursing assistant articulated qualifies the student to take the state certification examination for nursing assistant if the program has been approved. To be approved the program must be taught by a registered nurse and must have 40 hours of clinical, twenty of which are in a licensed nursing home, and be at least 120 hours in length. Such certification is required for employment in a nursing home, in accordance with chapter 464.203, Florida statutes. Applications for approval are available through the state supervisor for health science education.

- 17.0 Use verbal and written communications specific to nursing assistant.--The student will be able to:
- 17.01 Obtain specified data from patient and family.
  - 17.02 Utilize verbal and written information to assist with the patient's plan of care.
  - 17.03 Demonstrate use of the intercom.
- 18.0 Demonstrate legal and ethical responsibilities specific to nursing assistant.--The student will be able to:
- 18.01 Demonstrate legal and ethical behavior within the role and scope of nursing assistant responsibilities, including conflict resolution.
  - 18.02 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
  - 18.03 Follow policies and procedures affecting the health, safety, and well-being of patients.
  - 18.04 Recognize and report signs of substance abuse.
  - 18.05 Follow legal guidelines in charting.
  - 18.06 Exhibit behavior supporting and promoting residents' rights.
  - 18.07 Recognize that a C.N.A. Must self report any crimes they've been involved in within 30 days of the offense. (FS 456.0727(1) w)
  - 18.08 Discuss Florida certified nursing assistant rules.
- 19.0 Perform physical comfort and safety functions specific to nursing assistant.--The student will be able to:
- 19.01 Maintain patient units and equipment.
  - 19.02 Maintain service areas on the units including supplies and equipment.
  - 19.03 Observe, report, and note changes in the patient's behavior, including mental awareness.
  - 19.04 Adjust bed and siderails.
  - 19.05 Transfer patient with mechanical lifters using proper body mechanics.
  - 19.06 Turn and position patient.
  - 19.07 Apply protective devices as directed (e.g., vest and belt).
  - 19.08 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
  - 19.09 Assist patient to dangle.
  - 19.10 Assist patient in ambulation, including the use of crutch, cane, or walker.
  - 19.11 Assist patient in using wheelchair.
  - 19.12 Assist patient with care and use of prosthetic/orthotic devices.
  - 19.13 Administer back rub.
  - 19.14 Describe emergency procedures utilized in the clinical area(s).
  - 19.15 Implement appropriate Joint Commission patient safety goals.
- 20.0 Provide personal patient care.--The student will be able to:
- 20.01 Give bed bath; observe and report changes in patient.
  - 20.02 Assist with shower or tub bath, including the use of specialty tubs.
  - 20.03 Assist patient with sink, tub, shower, or bed shampoo.
  - 20.04 Shave patient.
  - 20.05 Groom patient, including hair, skin, foot, and nail care.

- 20.06 Assist with and/or administer oral hygiene including denture care.
- 20.07 Assist patient with toileting using various types of restorative and rehabilitative equipment.
- 20.08 Assist patient to dress.
- 20.09 Feed and/or assist patient with meals.
- 20.10 Assist with bowel and bladder training.
- 20.11 Give perineal care.

21.0 Perform patient care procedures.--The student will be able to:

- 21.01 Demonstrate ability to accurately measure and record vital signs.
- 21.02 Admit patient.
- 21.03 Assist with transfer patient.
- 21.04 Assist with discharge of patient.
- 21.05 Make unoccupied/occupied bed.
- 21.06 Measure and record patient's height and weight.
- 21.07 Assist patient in passive range-of-motion exercises.
- 21.08 Apply anti-embolic hose and sequential compression devices.
- 21.09 Collect, strain, and/or test routine urine specimen.
- 21.10 Collect timed urine specimen.
- 21.11 Monitor catheter drainage system.
- 21.12 Collect clean-catch (midstream-voided) urine specimen.
- 21.13 Monitor fluid intake and output (i&o).
- 21.14 Observe, record, and report patient's emesis.
- 21.15 Monitor and assist with care of catheters.
- 21.16 Assist with ostomy care.
- 21.17 Collect stool specimen.
- 21.18 Perform postmortem care.
- 21.19 Maintain patient-belongings list.

22.0 Apply principles of nutrition.--The student will be able to:

- 22.01 Identify nutrients and food groups.
- 22.02 Explain regional, cultural, and religious food preferences.
- 22.03 Describe special diets.
- 22.04 Prepare a basic food plan.
- 22.05 Check patient's diet tray for accuracy.
- 22.06 Identify methods of maintaining fluid balance.

23.0 Provide care for geriatric patients.--The student will be able to:

- 23.01 Identify safety principles as related to the elderly.
- 23.02 Describe general characteristics, particular needs, and problems of the elderly.
- 23.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
- 23.04 Distinguish between fact and fallacy about the aging process.
- 23.05 Identify community resources and services available to the elderly.
- 23.06 Apply reality orientation techniques and validation therapy.
- 23.07 Provide and involve patients in diversional activities.
- 23.08 Identify common alterations in elderly patient behavior.

- 23.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions, cognitively impaired (dementia)).
- 23.10 Recognize and respond appropriately to symptoms of common diseases, including dementia, depression/suicide and alzheimer's.
- 24.0 Apply the principles of infection control specific to nursing assistant.--The student will be able to:
  - 24.01 Provide care for patients with infectious diseases applying the principles of "universal (standard) precautions" utilized with all patients as well as special procedures required.
  - 24.02 Set up isolation unit using proper personal protective equipment (PPE) for all types of isolation.
  - 24.03 Follow isolation procedure with food tray, garments, and other materials.
  - 24.04 Collect specimen from patient in isolation.
- 25.0 Provide biological, psychological, and social support.--The student will be able to:
  - 25.01 Discuss family roles and their significance to health.
  - 25.02 Respond to patient and family emotional needs.
- 26.0 Perform supervised organizational functions, following the patient plan of care.--The student will be able to:
  - 26.01 Organize patient-care assignments.
  - 26.02 Complete assignments accurately and in a timely manner.
- 27.0 Assist with restorative (rehabilitative) activities.--The student will be able to:
  - 27.01 List the purposes of restorative (rehabilitation) programs.
  - 27.02 Assist patients with specified restorative (rehabilitation) needs.
  - 27.03 Assist patients/residents to reach the optimum level of independence.

**Course number: HCP0332**

**Occupational completion point: C**

**Advanced Home Health Aide – 50 hours – soc code 31-1011**

**Module: Advanced Home Health Aide**

Students in this module have already completed a nursing assistant program. After completing this module, the student will have achieved the occupational completion point of advanced home health aide (a home health aide who is also a nursing assistant). This program also meets the requirements of home health aide as stated in rules of the department of health and rehabilitative services, division of health, chapter 10d-68 - minimum standards for home health agencies.

The recommended length of instruction for this module is 50 clock hours but no less than 20. Beginning 1995-96, secondary students who have completed the course 8417210 nursing assistant should take this module to become a home health aide. Students completing the following intended outcomes (28-33) and the student performance standards will be able to:



- 28.0 Use verbal and written communications specific to home health aide.--The student will be able to:
- 28.01 Obtain specified data from patient and family/significant others.
  - 28.02 Utilize verbal and written information to contribute to the patient's plan of care.
  - 28.03 Recognizes cultural differences in family.
- 29.0 Demonstrate legal and ethical responsibilities specific to home health aide.--The student will be able to:
- 29.01 Demonstrate legal and ethical behavior within the role and scope of home health aide responsibilities.
  - 29.02 Follow policies and procedures affecting the health, safety, and well-being of patients in the home setting.
- 30.0 Perform physical comfort and safety functions specific to home health aide.--The student will be able to:
- 30.01 Maintain patient units in the home.
  - 30.02 Identify emergency evacuation procedures with adaptations to the home setting.
- 31.0 Apply principles of nutrition specific to home health aide.--The student will be able to:
- 31.01 List factors that must be considered when purchasing food.
  - 31.02 List factors that must be considered when storing food.
  - 31.03 Discuss preparation and serving of trays in the home.
- 32.0 Apply the principles of infection control specific to home health aide.--The student will be able to:
- 32.01 Provide care for patients with infectious diseases in the home.
  - 32.02 Follow isolation procedures with food tray, garments, and other materials in the home.
  - 32.03 Utilize universal (standard) precautions in all home care.
- 33.0 Perform home health-care services.--The student will be able to:
- 33.01 Follow an established work plan with the patient and family.
  - 33.02 Perform patient-related cleaning tasks and laundry.
  - 33.03 Identify methods for medication storage.
  - 33.04 Assist patient with taking self-administered prescribed medication in the home and identify possible side effects and emergency procedures for adverse reactions.
  - 33.05 Demonstrate how to improvise specified equipment and supplies in the home.

**Course Number: HCP0020**

**Occupational Completion Point: C**

**Patient Care Assistant – 75 Hours – Soc Code 31-9099**

Students enrolled in this module have previously completed a nursing assistant and home health aide program and are adding these skills to work in a health care facility other than a

nursing home. The average achieving student should complete this module in 75 clock hours. The occupational completion point patient care assistant can only be achieved when this module is completed plus the modules/or credentials for home health aide and nursing assistant are satisfied.

After completing intended outcomes 34-35 and the student performance standards, the student will be able to:

34.0 Perform nursing assistant skills related to the hospital setting.--The student will be able to:

- 34.01 Care for hospital equipment and supplies.
- 34.02 Transfer patient to stretcher.
- 34.03 Prepare hot and cold applications for nurse to apply them.
- 34.04 Assist patient to apply binders.
- 34.05 Care for patient in skin and skeletal traction.
- 34.06 Assist with pre-operative and post-operative patient care.
- 34.07 Reinforce dressings.
- 34.08 Practice nursing procedures from the nursing assistant module in the hospital setting.

35.0 Provide nursing assistant care for the adult patient.--The student will be able to:

- 35.01 Assist with physical examination.
- 35.02 Care for patients receiving oxygen therapy.
- 35.03 Change an unsterile dressing.
- 35.04 Take an apical pulse.
- 35.05 Take an apical-radial pulse.
- 35.06 Take pedal pulse.
- 35.07 Give cast care and/or pin care.
- 35.08 Give artificial eye/contact lens care.
- 35.09 Demonstrate understanding and knowledge of needs of patients with specific common health problems.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Patient Care Technician  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170694
CIP Number	0351390205
Grade Level	30,31
Standard Length	600 hours
Teacher Certification	See Certification Matrix
CTSO	HOSA
SOC Codes (all applicable)	31-1014 Nursing Assistants 31-1011 Home Health Aides 31-9099 Healthcare Support Workers, All Other 29-2099 Health Technologists and Technicians, All Other
Facility Code	[253] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### 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.

This program is designed to prepare students for employment as advanced cross trained nursing assistants (patient care technicians), **SOC Code 29-2099.00 (Health Technologists and Technicians)**, Health Care Technicians, Patient Care Assistants, Nursing Aides and Orderlies (66008439), Home Health Aides (66011456), or Allied Health Assistants. This program offers a broad foundation of knowledge and skills, expanding the traditional role of the nursing assistant, for both acute and long term care settings.

The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

### **Program Structure**

This program is a planned sequence of instruction consisting of six occupational completion points. The Health Science Core is required for all health programs and options. Secondary or postsecondary students who have previously completed the Health Science Core will not have to repeat the core. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

Specific course information regarding licensure and certification guidelines is included with the student performance standards portion of the framework. The recommended length for the core is 90 clock hours.

This program may be offered in PSAV courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 1001.44, F.S.

The related modules available in this program are:

- Health Science Core
- Articulated Nursing Assistant
- Advanced Home Health Aide
- Patient Care Assistant
- Allied Health Assistant
- Advanced Allied Health Assistant
- Patient Care Technician

To complete at Patient Care Assistant, the module Core, Nursing Assistant (Articulated) and Home Health Aide plus the Patient Care Assistant module must be completed.

To complete at Patient Care Technician the module Core, Articulated Nursing Assistant, Advanced Home Health Aide, Patient Care Assistant, Allied Health Assistant, Advanced Allied Health Assistant and the last module of Patient Care Technician must be completed. The standard length of the entire program is 600 hours.

This program is a planned sequence of instruction consisting of 7 occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course

Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HCP0121	Nurse Aide and Orderly (Articulated)	75 hours	31-1014
C	HCP0332	Advanced Home Health Aide	50 hours	31-1011
D	HCP0020	Patient Care Assistant	75 hours	31-9099
E	HSC0016	Allied Health Assistant	150 hours	31-9099
F	MEA0580	Advanced Allied Health Assistant	100 hours	31-9099
G	PRN0094	Patient Care Technician	60 hours	29-2099

Teacher Certifications for each course			
	ANY HEALTH OCCUP G *( <a href="#">See DOE Approved List</a> )	PRAC NURSE @7G *(must be a registered nurse)	REG NURSE 7 G
CORE	X	X	X
Nursing Assistant (Articulated)		X	X
Home Health Aide		X	X
Patient Care Assistant		X	X
Allied Health Assistant	*	X	X
Advanced Allied Health Assistant	*	X	X
Patient Care Technician		X	X

\* This option may only be used if the programs listed under the certification utilized encompass the competencies being taught.

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Students will perform nursing skills in a clinical setting for approximately one-half of the program, under the supervision of a qualified registered nurse instructor. The recommended teacher/student ratio in the clinical area is 1:12. Clinical learning experiences must correlate with didactic instructional and laboratory experiences.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Students who have completed the Health Science Core may articulate to this program. For teacher certification requirements for the remaining modules please check the certification diagram and/or the individual module.

A voluntary Certified Patient Care Technician (CPCT) national Examination is available through the National Healthcare Association:

7500 West 160<sup>th</sup> Street  
Stilwell, Kansas 66085  
Phone: 973-605-1881  
Toll Free: (800) 499-9092  
FAX: (913) 661-6291  
<http://www.nhanow.com/>

**New programs must be approved by the Board of Nursing, Department of Health prior to enrolling students.**

**Students must have a minimum of 16 hours of training in communication and interpersonal skills, infection control, safety/emergency procedures, promoting residents' independence, and respecting residents' rights prior to any direct contact with a resident.**

In accordance with Rule 6A-10.040 FAC, the minimum basic-skills grade levels required for this postsecondary adult vocational program are Mathematics 10.0, Language 10.0, and Reading 10.0. These grade-level numbers correspond to grade-equivalent scores obtained on state-designated basic-skills examinations.

Completion of this program should enable the postsecondary student to be given advanced standing in the Practical Nursing program H170605.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the core in another program at any level. However, outcomes 01-16 must be completed before the additional modules in this program. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health occupations Students of America Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

Cooperative training - OJT is appropriate for this program. Whenever cooperative training - OJT is offered, the following are required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks that are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed. **Students enrolled in a state approved nursing assistant program, approved by the Department of Education, may be employed as a nursing assistant for a period of 4 months. They must, however receive their certification within the 4 months.**

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fl DOE.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.



For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## Standards

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

After completing the module, the student will be able to:

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Use verbal and written communications specific to the nursing assistant.
- 18.0 Demonstrate legal and ethical responsibilities specific to the nursing assistant.
- 19.0 Perform physical comfort and safety functions specific to the nursing assistant.
- 20.0 Provide personal patient care.
- 21.0 Perform patient care procedures.
- 22.0 Apply principles of nutrition.
- 23.0 Provide care for geriatric patients.
- 24.0 Apply the principles of infection control specific to the nursing assistant.
- 25.0 Provide biological, psychological, and social support.
- 26.0 Perform supervised organizational functions, following the patient plan of care.
- 27.0 Assist with restorative (rehabilitative) activities.
- 28.0 Use verbal and written communications specific to home health aide.
- 29.0 Demonstrate legal and ethical responsibilities specific to home health aide.
- 30.0 Perform physical comfort and safety functions specific to home health aide.
- 31.0 Apply principles of nutrition specific to home health aide.
- 32.0 Apply the principles of infection control specific to home health aide.
- 33.0 Perform home health-care services.
- 34.0 Perform nursing assistant skills related to the hospital setting.
- 35.0 Provide nursing assistant care for the adult patient.

- 36.0 Perform skills representative of 1-3 major allied health areas as determined by local labor market demand. **Such skills must be at the aide level and not beyond the scope of unlicensed assistive personnel.**
- 37.0 Successfully complete a clinical rotation in the selected major allied health areas.
- 38.0 Perform additional skills from the previous module which are in the aide level and do not go beyond the scope of practice of unlicensed assistive personnel.
- 39.0 Successfully complete a clinical rotation in the selected major allied health areas.
- 40.0 Demonstrate knowledge of organizational and effective team member skills.
- 41.0 Practice organizational and effective team member skills in a clinical setting.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Patient Care Technician**  
**PSAV Number: H170694**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights," and or the "Patient Care Partnership."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, illegal drugs, steroids on the human body and apply safety practices related to these and other high risk behaviors
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: HCP0121**

**Occupational Completion Point: B**

**Nurse Aide and Orderly (Articulated)– 75 Hours – SOC Code 31-1014**

**Module: Articulated Nursing Assistant**

The following intended outcomes 16-27 should be taught together as a module to achieve the occupational completion point of Articulated Nursing Assistant. The average achieving student should be able to complete the module in 75 clock hours. The standard length for the Nursing Assistant (Articulated)program including the core is 165 hours but cannot be less than 120 hours.

Successful completion of the occupational completion point of Nursing Assistant (Articulated)qualifies the student to take the state certification examination for Nursing Assistant if the program has been approved. To be approved the program must be taught by a registered nurse and must have 40 hours of clinical, twenty of which are in a licensed nursing home, and be at least 120 hours in length. Such certification is required for employment in a nursing home, in accordance with Chapter 464.203, Florida Statutes. Applications for approval are available through the State Supervisor for Health Science Education.



- 17.0 Use verbal and written communications specific to Nursing Assistant.--The student will be able to:
- 17.01 Obtain specified data from patient and family.
  - 17.02 Utilize verbal and written information to assist with the patient's plan of care.
  - 17.03 Demonstrate use of the intercom.
- 18.0 Demonstrate legal and ethical responsibilities specific to Nursing Assistant.--The student will be able to:
- 18.01 Demonstrate legal and ethical behavior within the role and scope of nursing assistant responsibilities, including conflict resolution.
  - 18.02 Describe the purpose of the chain of command (i.e., to resolve patient or employee problems).
  - 18.03 Follow policies and procedures affecting the health, safety, and well-being of patients.
  - 18.04 Recognize and report signs of substance abuse.
  - 18.05 Follow legal guidelines in charting.
  - 18.06 Exhibit behavior supporting and promoting residents' rights.
  - 18.07 Recognize that a C.N.A. must self report any crimes they've been involved in within 30 days of the offense. (FS 456.0727(1) W)
  - 18.08 Discuss Florida certified nursing assistant rules.
- 19.0 Perform physical comfort and safety functions specific to Nursing Assistant.--The student will be able to:
- 19.01 Maintain patient units and equipment.
  - 19.02 Maintain service areas on the units including supplies and equipment.
  - 19.03 Observe, report, and note changes in the patient's behavior, including mental awareness.
  - 19.04 Adjust bed and siderails.
  - 19.05 Transfer patient with mechanical lifters using proper body mechanics and patient safety measures.
  - 19.06 Turn and position patient.
  - 19.07 Apply protective devices as directed (e.g., vest and belt).
  - 19.08 Apply comfort devices as directed (e.g., footboard, overbed cradle, alternating pressure mattress).
  - 19.09 Assist patient to dangle.
  - 19.10 Assist patient in ambulation, including the use of crutch, cane, or walker.
  - 19.11 Assist patient in using wheelchair.
  - 19.12 Assist patient with care and use of prosthetic/orthotic devices.
  - 19.13 Administer back rub.
  - 19.14 Describe emergency procedures utilized in the clinical area(s).
  - 19.15 Implement appropriate Joint Commission patient safety goals.
- 20.0 Provide personal patient care.--The student will be able to:
- 20.01 Give bed bath; observe and report changes in patient
  - 20.02 Assist with shower or tub bath, including the use of specialty tubs.
  - 20.03 Assist patient with sink, tub, shower, or bed shampoo.
  - 20.04 Shave patient.

- 20.05 Groom patient, including hair, skin, foot, and nail care.
- 20.06 Assist with and/or administer oral hygiene including denture care.
- 20.07 Assist patient with toileting using various types of restorative and rehabilitative equipment.
- 20.08 Assist patient to dress.
- 20.09 Feed and/or assist patient with meals.
- 20.10 Assist with bowel and bladder training.
- 20.11 Give perineal care.

21.0 Perform patient care procedures.--The student will be able to:

- 21.01 Demonstrate ability to accurately measure and record vital signs.
- 21.02 Admit patient.
- 21.03 Assist with transfer patient.
- 21.04 Assist with discharge of patient.
- 21.05 Make unoccupied/occupied bed.
- 21.06 Measure and record patient's height and weight.
- 21.07 Assist patient in passive range-of-motion exercises.
- 21.08 Apply anti-embolic hose and sequential compression devices.
- 21.09 Collect, strain, and/or test routine urine specimen.
- 21.10 Collect timed urine specimen.
- 21.11 Monitor catheter drainage system.
- 21.12 Collect clean-catch (midstream-voided) urine specimen.
- 21.13 Monitor fluid intake and output (I&O).
- 21.14 Observe, record, and report patient's emesis.
- 21.15 Monitor and assist with care of catheters.
- 21.16 Assist with ostomy care.
- 21.17 Collect stool specimen.
- 21.18 Perform postmortem care.
- 21.19 Maintain patient-belongings list.

22.0 Apply principles of nutrition.--The student will be able to:

- 22.01 Identify nutrients and food groups.
- 22.02 Explain regional, cultural, and religious food preferences.
- 22.03 Describe special diets.
- 22.04 Prepare a basic food plan.
- 22.05 Check patient's diet tray for accuracy.
- 22.06 Identify methods of maintaining fluid balance.

23.0 Provide care for geriatric patients.--The student will be able to:

- 23.01 Identify safety principles as related to the elderly.
- 23.02 Describe general characteristics, particular needs, and problems of the elderly.
- 23.03 Identify attitudes and living habits that promote positive mental and physical health for the elderly.
- 23.04 Distinguish between fact and fallacy about the aging process.
- 23.05 Identify community resources and services available to the elderly.
- 23.06 Apply Reality Orientation Techniques and Validation Therapy.
- 23.07 Provide and involve patients in diversional activities.
- 23.08 Identify common alterations in elderly patient behavior.

- 23.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions, cognitively impaired (dementia)).
- 23.10 Recognize and respond appropriately to symptoms of common diseases, including dementia, depression/suicide and Alzheimer's.
- 24.0 Apply the principles of infection control specific to Nursing Assistant.--The student will be able to:
  - 24.01 Provide care for patients with infectious diseases applying the principles of "Universal (standard) Precautions" utilized with all patients as well as special procedures required.
  - 24.02 Set up isolation unit with proper personal protective equipment (PPE) for all types of isolation.
  - 24.03 Follow isolation procedure with food tray, garments, and other materials.
  - 24.04 Collect specimen from patient in isolation.
- 25.0 Provide biological, psychological, and social support.--The student will be able to:
  - 25.01 Discuss family roles and their significance to health.
  - 25.02 Respond to patient and family emotional needs.
- 26.0 Perform supervised organizational functions, following the patient plan of care.--The student will be able to:
  - 26.01 Organize patient-care assignments.
  - 26.02 Complete assignments accurately and in a timely manner.
- 27.0 Assist with restorative (rehabilitative) activities.--The student will be able to:
  - 27.01 List the purposes of restorative (rehabilitation) programs.
  - 27.02 Assist patients with specified restorative (rehabilitation) needs.
  - 27.03 Assist patients/residents to reach the optimum level of independence.

**Course Number: HCP0332**

**Occupational Completion Point: C**

**Advanced Home Health Aide – 50 Hours – SOC Code 31-1011**

**Module: Advanced Home Health Aide**

Students in this module have already completed a Nursing Assistant program. After completing this module, the student will have achieved the occupational completion point of Advanced Home Health Aide (a home health aide who is also a nursing assistant). This program also meets the requirements of Home Health Aide as stated in Rules of the Department of Health and Rehabilitative services, Division of Health, Chapter 10D-68 - Minimum Standards for Home Health Agencies.

The recommended length of instruction for this module is 50 clock hours but no less than 20. Beginning 1995-96, secondary students who have completed the course 8417210 Nursing Assistant should take this module to become a home health aide. Students completing the following intended outcomes (28-33) and the student performance standards will be able to:

- 28.0 Use verbal and written communications specific to home health aide.--The student will be able to:
- 28.01 Obtain specified data from patient and family/significant others.
  - 28.02 Utilize verbal and written information to contribute to the patient's plan of care.
  - 28.03 Recognizes cultural differences in family.
- 29.0 Demonstrate legal and ethical responsibilities specific to home health aide.--The student will be able to:
- 29.01 Demonstrate legal and ethical behavior within the role and scope of home health aide responsibilities.
  - 29.02 Follow policies and procedures affecting the health, safety, and well-being of patients in the home setting.
- 30.0 Perform physical comfort and safety functions specific to home health aide.--The student will be able to:
- 30.01 Maintain patient units in the home.
  - 30.02 Identify emergency evacuation procedures with adaptations to the home setting.
- 31.0 Apply principles of nutrition specific to home health aide.--The student will be able to:
- 31.01 List factors that must be considered when purchasing food.
  - 31.02 List factors that must be considered when storing food.
  - 31.03 Discuss preparation and serving of trays in the home.
- 32.0 Apply the principles of infection control specific to home health aide.--The student will be able to:
- 32.01 Provide care for patients with infectious diseases in the home.
  - 32.02 Follow isolation procedures with food tray, garments, and other materials in the home.
  - 32.03 Utilize universal (standard) precautions in all home care.
- 33.0 Perform home health-care services.--The student will be able to:
- 33.01 Follow an established work plan with the patient and family.
  - 33.02 Perform patient-related cleaning tasks and laundry.
  - 33.03 Identify methods for medication storage.
  - 33.04 Assist patient with taking self-administered prescribed medication in the home and identify possible side effects and emergency procedures for adverse reactions.
  - 33.05 Demonstrate how to improvise specified equipment and supplies in the home.
- 34.0 Demonstrate knowledge of Alzheimers/Dementia Training (2-4 hours) as approved of by the Florida Department of Elder Affairs. Curriculum must be approved by the Department of Elder Affairs and an approved training provider must teach the course. Learn how to obtain this certification by visiting the website: [www.trainingonaging.usf.edu](http://www.trainingonaging.usf.edu)

- 34.01 Distinguish between normal aging and memory loss from Alzheimer's Disease or related disorders
- 34.02 Understand what is currently known about the causes of ADRD and how it is diagnosed.
- 34.03 Identify the characteristics of ADRD and identify other conditions that may result in symptoms that mimic ADRD
- 34.04 Communicate effectively with residents who have ADRD
- 34.05 Identify and manage behaviors common residents with ADRD.
- 34.06 Provide personal care to residents with ADRD guided by the principles of independence and dignity.
- 34.07 Help residents with ADRD participate in group and individual activities that are positive and rewarding for the residents.
- 34.08 Identify causes of stress for the caregiver and learn stress management techniques and activities
- 34.09 Understand the impact of ADRD on family members and implement strategies for involving family members
- 34.10 Create an environment that is safe, secure and supportive; review concepts around philosophy of care and the value of schedules and routines.
- 34.11 Identify common ethical conflicts and principles and discuss case studies illustrating concepts.

**Course Number: HCP0020**  
**Occupational Completion Point: D**  
**Patient Care Assistant – 75 Hours – SOC Code 31-9099**

Students enrolled in this module have previously completed a Nursing Assistant and Home Health Aide program and are adding these skills to work in a health care facility other than a nursing home. The average achieving student should complete this module in 75 clock hours. The occupational completion point Patient Care Assistant can only be achieved when this module is completed plus the modules/or credentials for Home Health Aide and Nursing Assistant are satisfied.

After completing intended outcomes (34-35) and the student performance standards, the student will be able to:

- 35.0 Perform nursing assistant skills related to the hospital setting.--The student will be able to:
  - 35.01 Care for hospital equipment and supplies.
  - 35.02 Transfer patient to stretcher.
  - 35.03 Prepare hot and cold applications for nurse to apply them.
  - 35.04 Assist patient to apply binders.
  - 35.05 Care for patient in skin and skeletal traction.
  - 35.06 Assist with pre-operative and post-operative patient care.
  - 35.07 Reinforce dressings.
  - 35.08 Practice nursing procedures from the nursing assistant module in the hospital setting.
  
- 36.0 Provide nursing assistant care for the adult patient.--The student will be able to:

- 36.01 Assist with physical examination.
- 36.02 Care for patients receiving oxygen therapy.
- 36.03 Change an unsterile dressing.
- 36.04 Take an apical pulse.
- 36.05 Measure for an apical-radial pulse deficit.
- 36.06 Take pedal pulse.
- 36.07 Give cast care and/or pin care.
- 36.08 Give artificial eye/contact lens care.
- 36.09 Demonstrate understanding and knowledge of needs of patients with specific common health problems.
- 36.10 Measure pulse oximetry and report decreasing levels of O<sub>2</sub> saturation.

**Course Number: HSC0016**

**Occupational Completion Point: E**

**Allied Health Assistant – 150 Hours – SOC Code 31-9099**

**Module: Allied Health Assistant**

Students enrolled in this module have completed the Patient Care Assistant competencies and/or are adding these skills to be a multi-skilled worker. Students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies. **Such teacher made competencies must remain at the aide level and not go beyond the scope of practice of unlicensed assistive personnel. Invasive procedures that fall into the nursing scope of practice are not to be added.** Clinical experience is defined as activities performed in the clinical setting under the supervision of the appropriate health professional. School certificates for this module must be for “Allied Health Assistant”. Specific competencies should be listed on the back of the certificate.

Students completing the following intended outcomes (36 - 37) and the student performance standards will be able to:

36.0 Perform aide level skills representative of 1 to 3 major allied health areas in the school laboratory before beginning the clinical phase.--The student will be able to:

- 36.01 Perform skills related to the body systems.
- 36.02 If unlicensed clinical laboratory type skills is one of the selected allied health areas to be taught, only procedures that are exempt from clinical laboratory personnel licensure requirements will be presented and students will:
  - 36.02.1 Perform waived testing on blood and urine.
  - 36.02.2 Prepare blood slides for differential blood count.
  - 36.02.3 Plate microbiological specimen on appropriate media.
  - 36.02.4 Report urine specific gravity, color and characteristics.
  - 36.02.5 Perform centrifuge operation and maintenance.
  - 36.02.6 Name (or identify) and explain the use of the common instruments/equipment found in the clinical laboratory.
  - 36.02.7 Demonstrate knowledge of specimen differentiation and procedure interference's.

- 36.02.8 Perform communication skills specifically related to laboratory science.
  - 36.02.9 Using an artificial arm, perform venipunctures.
  - 36.02.10 Name and discuss the specialty areas within laboratory (hematology, clinical chemistry, microbiology, etc.)
  - 36.02.11 Explain the criteria set forth in CLIA to classify laboratory testing as waived, moderate complexity or high complexity.
  - 36.02.12 Explain the levels and qualifications for testing personnel as set forth in CLIA (complexity based) and as established by state law (licensure categories).
  - 36.02.13 Practice and demonstrate how to properly and safely use a microscope.
- 36.03 If unlicensed physical restorative type skills are to be taught, students will be able to:
- 36.03.1 Describe the functions of bones and muscles as related to the practice of physical therapy.
  - 36.03.2 Define disability and identify types of disabilities.
  - 36.03.3 Name and discuss the avenues of physical therapy practice.
  - 36.03.4 Describe equipment used in physical therapy.
  - 36.03.5 Teach crutch and walker use and care.
  - 36.03.6 Perform safe body mechanics and transfer techniques.
  - 36.03.7 Demonstrate an understanding of the use of modalities (i.e. Ultrasound, heat and cold therapeutic massage, E-STEM, wound care, elastic stockings)
  - 36.03.8 Perform hydrotherapy.
  - 36.03.9 Perform communication skills specifically related to physical therapy.
  - 36.03.10 Assist clients to eat using prompting techniques.
  - 36.03.11 Identify, describe, and demonstrate the use of adaptive feeding devices.
  - 36.03.12 Identify augmented communication devices and describe the purpose of each.
  - 36.03.13 Demonstrate techniques used in active and passive range of motion exercises.
  - 36.03.14 Instruct patients in bed/wheelchair mobility activities.
  - 36.03.15 Describe the relationship between long-term and short-term goals.
- 36.04 If unlicensed occupational restorative type skills are to be taught, students will be able to:
- 36.04.1 Describe equipment used in occupational therapy.
  - 36.04.2 Make splints.
  - 36.04.3 Perform feeding and dressing skills using adaptive equipment.
  - 36.04.4 Perform feeding and dressing skills using one hand.
  - 36.04.5 Perform communication skills specifically related to occupational therapy.
  - 36.04.6 Perform and instruct range of motion exercises.
  - 36.04.7 Name and discuss the avenues of physical therapy practice.
  - 36.04.8 Train the client in clothing care skills.
  - 36.04.9 Train the client in food preparation skills.
  - 36.04.10 Train the client in money management skills.

- 36.05 If unlicensed respiratory restorative type skills are to be taught, students will be able to:
- 36.05.1 Name and discuss the avenues of Respiratory Care Practice.
  - 36.05.2 Describe common respiratory diseases (asthma, emphysema, chronic bronchitis, atelectasis) and common medications used to treat respiratory diseases.
  - 36.05.3 Recognize normal breath sounds when auscultating the chest with a stethoscope.
  - 36.05.4 Assemble and practice using gas reducing and flow regulating equipment
  - 36.05.5 Demonstrate and discuss the use of incentive spirometers.
  - 36.05.6 Differentiate between various oxygen-delivery devices (nasal cannulas, simple and rebreathing masks, oxyhoods, enclosures.
  - 36.05.7 Stock shelves with, process, and perform preventative maintenance on respiratory care equipment.
  - 36.05.8 Check emergency equipment assigned to respiratory care.
  - 36.05.9 Demonstrate/discuss the use of postural drainage and percussion.
  - 36.05.10 Discuss and practice the use of the pulse oximeter.
  - 36.05.11 Describe the equipment and use of humidity/aerosol.
- 36.06 If medical administrative assisting type skills is one of the selected allied health areas to be taught, students will:
- 36.06.1 Demonstrate an understanding of basic medical terminology e.g. prefixes, suffixes and root words related to major body systems.
  - 36.06.2 Demonstrate an understanding of straight numerical, alphabetical and terminal digit filing.
  - 36.06.3 Demonstrate computer literacy, keyboarding and retrieval skills.
  - 36.06.4 List procedures for scheduling and referring patients, and handling walk-in emergency patients.
  - 36.06.5 Understand what is required to create and submit a medical bill
  - 36.06.6 Define a Release of Medical Information, Explanation of Benefit, Assignment of Benefit and Electronic Remittance Advice
  - 36.06.7 Develop and understanding of the term HMO and be able to interpret the information contained on the patient's insurance card.
  - 36.06.8 Understand the financial terms and procedures involved in operating a medical office practice, including Income, Expense, Accounts Receivable, Accounts payable, Cash and Accrual Accounting, Write-off Adjustments
  - 36.06.9 Demonstrate computer literacy, keyboarding and retrieval skills.
- 36.07 If unlicensed radiologic type skills are to be taught, students will:
- 36.07.1 Identify the function of a cassette, film, and screen.
  - 36.07.2 Describe how radiation produces an image on film.
  - 36.07.3 Identify the process by which x-ray film is developed.
  - 36.07.4 Process a film through an automatic processor.



- 36.07.5 Identify anatomical position and terminology related to position (supine, prone, proximal, distal, medial, lateral, superior, inferior, anterior/ventral, and posterior/dorsal).
  - 36.07.6 Identify patient properly (check identification band, etc.)
  - 36.07.7 Explain appropriate exam(s) to the patient.
  - 36.07.8 Perform safe body mechanics and transferring skills of patient onto x-ray table.
  - 36.07.9 Position patient for exam(s) (chest, KUB, hand and foot).
  - 36.07.10 Position x-ray tube to simulate exposure for exam(s) (chest, KUB, hand and foot).
  - 36.07.11 Position patient in supine, prone, lateral, oblique, AP, PA of appropriate part.
  - 36.07.12 Use an artificial arm to perform venipuncture.
- 36.08 If unlicensed electrocardiograph aide type skills are to be taught, students will:
- 36.08.1 Describe the cardiovascular system.
  - 36.08.2 Demonstrate knowledge of, apply and use medical instrumentation modalities.
  - 36.08.3 Demonstrate knowledge of the use of electrocardiographic equipment on patients who have special needs and considerations.
  - 36.08.4 Perform patient care techniques in the health care facility.
  - 36.08.5 Demonstrate knowledge of telemetry application
  - 36.08.6 Assist with the patient care of patients undergoing ambulatory monitoring and stress testing.
  - 36.08.7 Demonstrate knowledge of patient care of patients with pacemakers and implanted defibrillators.
- 36.09 If unlicensed phlebotomy aide type skills are to be taught, students will:
- 36.09.1 Demonstrate accepted professional communication and interpersonal skills of a phlebotomist.
  - 36.09.2 Discuss phlebotomy in relation to the health care setting.
  - 36.09.3 Identify the anatomic structure and function of body systems in relation to services performed by phlebotomist.
  - 36.09.4 Recognize and identify collection reagents, supplies, equipment and interfering chemical substances.
  - 36.09.5 Demonstrate skills and knowledge necessary to perform phlebotomy.
  - 36.09.6 Practice accepted procedures of transporting, accessioning and processing specimens.
  - 36.09.7 Practice quality assurance and safety.
- 36.10 If unlicensed geriatric type skills are to be taught, (for students completing nurse assisting only) students will:
- 36.10.1 Recognize types of long term care facilities and levels of care.
  - 36.10.2 Be familiar with legislation affecting long term care.
  - 36.10.3 Discuss physical and emotional effects of aging and appropriate ways of dealing with them.
  - 36.10.4 Recognize the stages of dementia and the care of residents in each stage.

- 36.10.5 Discuss reality orientation, reminiscing, and validation therapy.
- 36.10.6 Describe the effects of aging on nutritional needs.
- 36.10.7 Provide for the safety of the elderly and chronically ill patient, including prevention of falls, prevention of infections, provision of a safe environment and prompt attendance to patients' needs.
- 36.10.8 Check integrity of patient's skin condition and take appropriate actions when needed.
- 36.10.9 Recognize common chronic illnesses and the special care required.
- 36.10.10 Provide appropriate end of life care.
- 36.10.11 Describe common medications taken by the elderly and chronically ill, their effects, and side effects.

36.11 If electrocardiograph monitor technician is to be taught, students will:

- 36.11.1 Describe the cardiovascular system.
- 36.11.2 Identify legal and ethical responsibilities of an EKG/ECG monitor tech.
- 36.11.3 Demonstrate knowledge of, apply and use medical instrumentation modalities.
- 36.11.4 Recognize normal and abnormal monitoring.

37.0 Successfully complete a clinical rotation in 1-3 major allied health areas.--The student will be able to:

- 37.01 Demonstrate skills in the clinical setting as outlined in 36.0.
- 37.02 Complete clinical rotations under the supervision of a duly licensed/certified allied health care or nursing professional.
- 37.03 Exhibit behavior consistent with the professional ethics required of each of the allied health areas being studied.

**Course Number: MEA0580**

**Occupational Completion Point: F**

**Advanced Allied Health Assistant – 100 Hours – SOC Code 31-9099**

Module: Advanced Allied Health Assistant

Students enrolled in this module have completed the Patient Care Assistant and Allied Health Assistant competencies and/or are adding these skills to be a more multi-skilled worker. Students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies. **Such teacher made competencies must remain at the aide level and not go beyond the scope of practice of unlicensed assistive personnel. Invasive procedures that fall into the nursing scope of practice are not to be added.** Clinical experience is defined as activities performed in the clinical setting under the supervision of the appropriate health professional. School certificates for this module must be for "Advanced Allied Health Assistant". Specific competencies should be listed on the back of the certificate.

Students completing the following intended outcomes (38 – 39) and the student performance standards will be able to:

- 38.0 Perform additional skills from the previous module which are in the aide level and do not go beyond the scope of practice of unlicensed assistive personnel.
- 39.0 Successfully complete a clinical rotation in the selected major allied health area.--The student will be able to:
- 39.01 Demonstrate skills in the clinical setting as outlined in 36.0.
  - 39.02 Complete clinical rotations under the supervision of a duly licensed/certified allied health care or nursing professional.
  - 39.03 Exhibit behavior consistent with the professional ethics required of each of the allied health areas being studied.

**Course Number: PRN0094**  
**Occupational Completion Point: G**  
**Patient Care Technician – 60 Hours – SOC 29-2000**

**Module: Patient Care Technician**

Students enrolled in this module MUST have completed ALL modules in this program. Upon completion they will be prepared as the cross trained unlicensed worker known as the Patient Care Technician (Industry Title).

Students completing the following intended outcomes (40- 41) and the student performance standards will be able to:

- 40.0 Demonstrate knowledge of organizational and effective team member skills.--The student will be able to:
- 40.01 Define terms associated with organizational and time management skills.
  - 40.02 Discuss the role of unlicensed assistive personnel (UAP's) in relation to the terms in 40.01.
  - 40.03 Discuss various situations when a Patient Care Technician would utilize organizational skills.
  - 40.04 List the characteristics of an effective team member.
  - 40.05 Discuss the chain of command and characteristics of team member relationships.
  - 40.06 Perform a self evaluation.
- 41.0 Practice organizational and effective team member skills in a clinical setting.--The student will be able to:
- 41.01 Demonstrate ways to deal with conflict.
  - 41.02 Demonstrate employability skills specific to patient care technician.
  - 41.03 Demonstrate communication skills that are supportive of team members.
  - 41.04 Demonstrate effective time management skills.
  - 41.05 Give and receive end-of-shift reports to team members.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Optometric Assisting  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170704
CIP Number	0351180201
Grade Level	30, 31
Standard Length	1080 hours
Teacher Certification	TEC OPTICS @7 G OPTOM ASST @7 G
CTSO	HOSA
SOC Codes (all applicable)	29-2081 Opticians, Dispensing 31-9099 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 11 Reading: 11

### **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 prepare students for employment as optometric assistants or SOC 29-2081 Opticians, Dispensing.

The content includes but is not limited to basic instruction in anatomy and physiology, CPR, Heartsaver, office practices and dispensing of visual devices. Because optometrists now deal with certain drugs, students need knowledge of diagnostic and therapeutic drugs under supervision. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	OPT0005	Optometric Assistant 1	330 hours	29-2081
	OPT0006	Optometric Assistant 2	330 hours	
	OPT0007	Optometric Assistant 3	330 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Students are prepared to assist in performing tests to determine defects in vision, preparing and fitting eyeglasses and contact lenses, and administering corrective eye exercises and other treatments under the supervision of a person licensed under FL Statutes 458, 459, 463 or 484.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 11, and Reading 11. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Report and record patient information.
- 18.0 Demonstrate knowledge of business management techniques.
- 19.0 Performs delivery of optical devices.
- 20.0 Perform and assist in procedures used in visual testing.
- 21.0 Perform special procedures.
- 22.0 Demonstrate knowledge of the refractive status of the eye and binocularity.
- 23.0 Demonstrate knowledge of basic ocular anatomy and physiology.



2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Optometric Assisting**  
**PSAV Number: H170704**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as hand washing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:

- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: OPT0005****Occupational Completion Point: B****Optometric Assistant 1 – 330 Hours – SOC Code 29-2081**

- 17.0 Report and record patient information.--The student will be able to:
- 17.01 Properly identify patients.
  - 17.02 Obtain specified data from patient and family regarding visual status.
  - 17.03 Receive and give oral report of patient's visual status.
  - 17.04 Report and record pertinent observations of visual status.
  - 17.05 Utilize verbal and written information to assist with the plan of care for the patient.
- 18.0 Demonstrate knowledge of business management techniques.--The student will be able to:
- 18.01 Demonstrate knowledge of legal and ethical standards of vision care professionals.
  - 18.02 Maintain and file patient records.
  - 18.03 Bill and collect current and overdue accounts.
  - 18.04 Practice office supply control.

- 18.05 Demonstrate knowledge of medical terminology.
- 18.06 Practice accepted work ethic.
- 18.07 Demonstrate basic maintenance of equipment.
- 18.08 Schedule patients.
- 18.09 Complete and file third party forms.
- 18.10 Keyboard 25 words per minute correctly.

19.0 Perform delivery of optical devices.--The student will be able to:

- 19.01 Transcribe, transpose, and interpret prescriptions.
- 19.02 Neutralize and verify lenses.
- 19.03 Select and order lenses.
- 19.04 Adjust, dispense and repair spectacles.
- 19.05 Assist patients with frame and lens selection.
- 19.06 Demonstrate knowledge of basic mathematical principles that are involved in ophthalmic and geometrical optics including OC, prism, characteristics of lenses, electromagnetic spectrum, and focal length.
- 19.07 List the types of repairs which can be performed on plastic and metal frames and describe how these repairs are accomplished.
- 19.08 Demonstrate knowledge of various lens designs and materials.

**Course Number: OPT0006**

**Occupational Completion Point: B**

**Optometric Assistant 2 – 330 Hours – SOC Code 29-2081**

20.0 Perform and assist in procedures used in visual testing.--The student will be able to:

- 20.01 Perform vision screening and preliminary testing.
- 20.02 Measure and record visual acuity.
- 20.03 Measure and record color vision.
- 20.04 Measure and record stereo acuity.
- 20.05 Take and record patient histories.
- 20.06 Perform chair side assisting.
- 20.07 Describe components of instrumentation used in comprehensive vision evaluation.

21.0 Perform special procedures.--The student will be able to:

- 21.01 Assist in fitting contact lenses.
- 21.02 Instruct patients in care and handling of rigid contact lenses.
- 21.03 Use selected instruments to verify contact lenses.
- 21.04 Demonstrate knowledge of the advantages and disadvantages of various contact lens materials and designs.
- 21.05 Demonstrate knowledge of vision therapy.
- 21.06 Measure and record intraocular pressure.
- 21.07 Measure and record a visual field.
- 21.08 Demonstrate knowledge of diagnostic and therapeutic drugs.

**Course Number: OPT0007**  
**Occupational Completion Point: B**  
**Optometric Assistant 3– 330 Hours – SOC Code 29-2081**

- 22.0 Demonstrate knowledge of the refractive status of the eye and binocularity.--The student will be able to:
- 22.01 Demonstrate knowledge of refractive errors.
  - 22.02 Demonstrate knowledge of visual deficiencies.
  - 22.03 Demonstrate knowledge of ocular motility.
  - 22.04 Demonstrate knowledge of binocular vision.
  - 22.05 Demonstrate ability to communicate knowledge to patients.
  - 22.06 Demonstrate the ability to recognize sight threatening emergencies.
- 23.0 Demonstrate knowledge of basic ocular anatomy and physiology.--The student will be able to:
- 23.01 Demonstrate knowledge of ocular anatomy.
  - 23.02 Demonstrate knowledge of ocular physiology.
  - 23.03 Demonstrate knowledge of pathological and functional disorders of the eye.
  - 23.04 Correlate general health as it relates to ocular health.
- 24.0 Demonstrate knowledge of Medical Coding and Billing as it pertains to Optometric practice. The student will be able to :
- 24.01 Demonstrate the ability to code CPT, CID, and HCPCS codes with a focus on correct coding sequencing of CPT codes for Optometry.
  - 24.02 Describe the recording and reporting of Optometric services in medical records and claims, both manual and automated.



2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Orthopedic Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H170800
CIP Number	0351080605
Grade Level	30, 31
Standard Length	800 hours
Teacher Certification	Ortho Tech 7 G REG NUR Ortho 7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2099 Health Technologists and Technicians, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### **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.

## Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	PHT0090	Orthopedic Technologist 1	355 hours	29-2099
	PHT0091	Orthopedic Technologist 2	355 hours	

## Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## Special Notes

### Career and Technical Student Organization (CTSO)

Health Occupations Students of America, Inc (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### 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.

### Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

#### **Health Careers Core**

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations.
- 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 03.0 Demonstrate legal and ethical responsibilities.
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Recognize and practice safety and security procedures.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Demonstrate an understanding of information technology applications in healthcare.
- 09.0 Demonstrate employability skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 11.0 Apply basic math and science skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures and strategies
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

#### **Orthopedic Technology**

- 17.0 Describe anatomical structure and function of the human body related to the practice of orthopedics.
- 18.0 Discuss diseases and injuries of the musculoskeletal system and related structures.
- 19.0 Demonstrate physical assessment of the orthopedic patient.
- 20.0 Demonstrate ability to apply, adjust, and remove all common orthopedic devices.
- 21.0 Assist the orthopedic physician with various treatments and procedures.
- 22.0 Assist the orthopedic surgeon in the operating room using aseptic technique.
- 23.0 Demonstrate ethical and legal practice as an orthopedic technologist.
- 24.0 Demonstrate use of exercise, assistive/supportive devices and specialized equipment.
- 25.0 Perform routine maintenance of equipment.
- 26.0 Disinfect and sterilize materials and equipment.

- 27.0 Demonstrate knowledge of the use of radiology in orthopedic technology.
- 28.0 Instruct other healthcare providers, patients and families to perform selected treatment procedures and functional activities.
- 29.0 Identify architectural barriers.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Orthopedic Technology**  
**PSAV Number: H170800**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

**Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.**

01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:

- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
- 01.02 Identify common methods of payment for healthcare services.
- 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
- 01.04 Describe the composition and functions of a health care team
- 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
- 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
- 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
- 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.

02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:

- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
- 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
- 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
- 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
- 02.05 Use appropriate medical terminology and abbreviations.
- 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
- 02.07 Recognize the importance of patient/client education regarding health care.
- 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
  - 02.10 Distinguish between and report subjective and objective information.
  - 02.11 Report relevant information in order of occurrence.
  - 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 02.13 Locate, organize and reference written information from various sources. CM 3.0
  - 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
  - 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. –The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the patients' "Bill of Rights."
  - 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Distinguish between express, implied and informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a Code of Ethics consistent with the health care occupation.
  - 03.12 Identify and compare personal, professional and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of health care workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
  - 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
  - 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.

- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:



- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Interpret information from electronic medical documents.
  - 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
  - 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
  - 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search and complete a job application form correctly.
  - 09.06 Demonstrate competence in job interview techniques.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
  - 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
  - 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
  - 09.13 Identify and exhibit traits for retaining employment. ECD 7.0

- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
  - 09.15 Research the benefits of ongoing professional development. ECD 9.0
  - 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills– The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data AF3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.08 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 12.03 Present information formally and informally for specific purposes and audiences. AF2.9

- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL 3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 13.05 Maintain financial records. FL3.3
  - 13.06 Read and reconcile financial statements. FL3.4
  - 13.07 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: PHT0090**

**Occupational Completion Point: B**

**Orthopedic Technologist 1 – 355 Hours – SOC Code 21-9099**

**Orthopedic Technology: Intended outcomes lead to the occupational completion point of Orthopedic Technologist. The graduate is prepared to make application for**

**certification as an Orthopedic Technologist (OTC) by examination to the National Board of Certification of Orthopedic Technologists (NBCOT).**

17.0 Describe anatomical structure and function of the human body related to the practice of orthopedics. – The student will be able to:

- 17.01 Describe the composition, properties and functions of connective tissue.
- 17.02 Discuss the generalized functions of the skeletal system.
- 17.03 Identify the major anatomical structures found in a typical long bone.
- 17.04 Discuss the microscopic structure of bones and cartilage.
- 17.05 Explain how bones are formed, grow and remodeled.
- 17.06 Identify the two major subdivisions of the skeleton and list the bones found in each area.
- 17.07 List and compare the major types of joints in the body.
- 17.08 Identify and discuss the structure and function of the three major types of muscle tissue.
- 17.09 Discuss the microscopic structure of a skeletal muscle.
- 17.10 Explain muscle stimulation, movement and contraction.
- 17.11 Identify the major muscles of the body and their primary function.
- 17.12 Discuss the most common types of movement produced by skeletal muscles.
- 17.13 Describe the role of tendons and ligaments in the musculoskeletal system.

18.0 Discuss diseases and injuries of the musculoskeletal system. – The student will be able to:

- 18.01 Explain the body's general response to injury.
- 18.02 Discuss the process of tissue healing.
- 18.03 Describe the pathophysiology of connective tissue diseases and degenerative joint disorders.
- 18.04 Discuss the assessment and treatment of patients with connective tissue diseases and joint disorders.
- 18.05 Identify the various types of joint replacement.
- 18.06 Discuss the role of the orthopedic technician in pre and post-operative care and therapy of joint replacement patients.
- 18.07 Discuss the common types of strains and sprains and treatment procedures.
- 18.08 Classify the different types of bone fractures.
- 18.09 Describe the physiological stages that occur in bone healing.
- 18.10 Discuss the major complications of fractures, their signs and symptoms and management.
- 18.11 Compare the types of medical treatment for fractures including reduction and fixation.
- 18.12 Describe common therapeutic measures for fractures including casts, splints, immobilizers, traction, crutches, walkers and canes.
- 18.13 Describe specific types of fractures regarding their location in the body.

19.0 Demonstrate physical assessment of the orthopedic patient. – The student will be able to:

- 19.01 Interview patient and family in order to obtain a complete history of the patient's complaints/conditions by using effective interviewing techniques.

- 19.02 Conduct physical examination of the patient in order to provide pertinent information to the physician by using standard examination techniques.
  - 19.03 Identify critical elements to include with documentation of physical assessment of the patient.
  - 19.04 Use correct medical terminology and proper techniques to document orthopedic conditions or complications on the patient's chart.
- 25.0 Perform routine maintenance of equipment. – The student will be able to:
- 25.01 Assemble, inspect, adjust and disassemble orthopedic equipment such as, frames, weights, cables, pulleys and other support devices as needed.
  - 25.02 Clean, organize, and maintain adequate levels of orthopedic equipment for use.
  - 25.03 Complete repair order forms for broken equipment.
- 26.0 Disinfect and sterilize materials and equipment. – The student will be able to:
- 26.01 Discuss the principles of infection control, aseptic technique and sterilization.
  - 26.02 Disinfect used equipment and materials using proper antiseptics and disinfectants.
  - 26.03 Prepare materials and equipment for sterilization.
- 27.0 Demonstrate knowledge of the use of radiology in orthopedic technology. – The student will be able to:
- 27.01 Discuss the history of radiology and its application in orthopedics.
  - 27.02 Explain the basics of radiographic image production and the various types of permanent imaging relating to orthopedics.
  - 27.03 Demonstrate the ability to interpret simple fractures and dislocations on radiographic film.
  - 27.04 Discuss the role of the orthopedic technologist in obtaining and examining radiographs.
- 19.05

**Course Number: PHT0091**

**Occupational Completion Point: B**

**Orthopedic Technologist 2 – 355 Hours – SOC Code 21-9099**

- 20.0 Demonstrate ability to apply, adjust, and remove all common orthopedic devices in order to comply with physician's orders. – The student will be able to:
- 20.01 Discuss the different types of materials and their properties used in constructing casts, splints and immobilizers.
  - 20.02 Identify the various types of upper and lower extremity casts/splints applicable to specific orthopedic conditions requiring treatment.
  - 20.03 Apply upper extremity cast/splint to patient using accepted casting/splinting practices and techniques.
  - 20.04 Apply lower extremity cast/splint to patient using accepted casting/splinting practices.
  - 20.05 Discuss the specific orthopedic conditions associated with torso casts/splints and specialty casts/splints.

- 20.06 Apply torso cast/splint to patient using accepted casting/splinting practices and techniques.
  - 20.07 Apply specialty cast/splint to patient using accepted casting/splinting practices and techniques.
  - 20.08 Describe the complications associated with casting/splinting.
  - 20.09 Utilize cast/splint removal equipment to remove casts/splints using accepted practices and techniques.
  - 20.10 Utilize cast/splint removal equipment to perform specific procedures, using wedging, windowing, and uni/bivalving techniques.
  - 20.11 Apply orthopedic devices to patient by ensuring proper fit and placement.
  - 20.12 Apply pre-fabricated orthotics and orthopedic appliances to patient by ensuring proper fit.
- 21.0 Assist the orthopedic physician with various treatments and procedures. – The student will be able to:
- 21.01 Obtain equipment in order to apply traction therapy to patient by selecting appropriate items for the traction apparatus.
  - 21.02 Demonstrate ability to construct the specific type of traction ordered.
  - 21.03 Apply traction apparatus to bed in order to prepare for application of skin or skeletal traction by using accepted practices and techniques.
  - 21.04 Drape, scrub, and assist in the application of skeletal traction therapy using accepted aseptic practices and techniques.
  - 21.05 Apply skin traction therapy to patient using accepted aseptic practices and techniques.
  - 21.06 Discuss the various types of traction applicable to specific orthopedic conditions requiring traction.
  - 21.07 Explain the basic biomechanics of traction therapy.
  - 21.08 Describe the contraindications associated with traction therapy.
  - 21.09 Assist in discontinuing traction therapy using accepted practices and techniques.
- 22.0 Assist the orthopedic surgeon in the operating room using aseptic technique. – The student will be able to:
- 22.01 Position, prep, and drape patient in order to prepare patient for surgery.
  - 22.02 Assist the surgeon by using accepted surgical practices and techniques.
  - 22.03 Assist the surgeon during reductions by supplying and applying the appropriate materials.
  - 22.04 Apply and manage post-operative dressing on wounds following aseptic practices and techniques.
- 24.0 Demonstrate use of exercise, assistive/supportive devices and specialized equipment. – The student will be able to:
- 24.01 Describe the benefits of exercise, stretching, conditioning and strength training in rehabilitative therapy.
  - 24.02 Recognize and assist in exercising techniques used in orthopedic therapy.
  - 24.03 Discuss, demonstrate and teach the proper use of canes, crutches and walkers.
  - 24.04 Describe and demonstrate the various types of wheelchairs and their use.
  - 24.05 Perform safe body mechanics and patient transfer techniques.

- 24.06 Define orthotics and state the importance of proper fit.
  - 24.07 Discuss upper and lower extremity prosthetics in terms of types of amputations and prosthetics available.
  - 24.08 Identify and find solutions for common problems associated with prosthetic management.
  - 24.09 Assist and instruct patients in the use of orthotic/prosthetic devices.
- 28.0 Instruct other healthcare providers, patients and families to perform selected treatment procedures and functional activities. – The student will be able to:
- 28.01 Explain specific treatment plans for patients to all parties involved.
  - 28.02 Describe desired outcomes of selected treatment procedures or functional activities.
  - 28.03 Detail the types and functions of equipment being used in treatment of patients and their application.
  - 28.04 Discuss safety issues and proper procedural methods concerning use of orthopedic equipment and treatment protocol.
- 29.0 Identify architectural barriers. – The student will be able to:
- 29.01 Identify environmental factors that are potential architectural barriers.
  - 29.02 Determine which aspects of the patient's functional level and their ambulatory/mobility equipment are subject to architectural problems.
  - 29.03 Describe action required to remediate barriers.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Emergency Medical Responder  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H171500
CIP Number	0351081000
Grade Level	30,31
Standard Length	190 hours
Teacher Certification	REG NURSE 7 G PARAMEDIC @7 G MED PROF 7 G EMT 7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 53-3011 Ambulance Drivers and Attendants, Except Emergency Medical Technicians
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	N/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 content includes but is not limited to planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

This is an instructional program that prepares individuals to provide initial care to sick or injured persons or as ambulance drivers and attendants SOC 53-3011. A Emergency Medical Responder may use this training for employment. The Emergency Medical Responder is the first to arrive at the scene of an injury but does not have the primary responsibility for treating and transporting the injured person(s). Emergency Medical Responders may include law enforcement, life guard, fire services or basic life support non-licensed personnel who act as part of an organized emergency medical services team.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	EMS0050	Emergency Medical Responder	100 hours	53-3011

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

In order for students to take the NREMT003 Emergency Medical Responder exam the program must be approved by the National Registry for Emergency Medical Technicians. To receive approval from NREMT each program must be "authorized" by the Bureau of Emergency Medical Services by completing the instructor qualifications form required by Bureau of EMS.

The Emergency Medical Responder instructor shall issue to each student documentation of successful course completion which shall include date of issuance, student's name, name of sponsoring agency (DOE), name of training agency, and instructor's printed name and signature, plus the wording "issued pursuant to section 401.435 F.S." The instructor must also maintain on file following course completion, a roster listing the names of students who successfully completed the course, the dates and location of the course, and the name of the instructor.

The student performance standards for Emergency Medical Responder were adapted and condensed from U. S. Department of Transportation Emergency Medical Services; Emergency Medical Responder Training Course, National Standard Curriculum Instructors Lesson Plan and American Society for Testing and Materials, Committee F-30. Administrators and instructors should refer to these materials for additional details.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

N/A

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education.

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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

## **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

## **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.

- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder
- 18.0 Demonstrate an ability to communicate effectively as part of the EMS team.
- 19.0 Demonstrate an understanding of medicolegal aspects.
- 20.0 Determine and record vital signs of a sick or injured person.
- 21.0 Use medical identification devices.
- 22.0 Conduct a primary assessment of problems that are a threat to life if not corrected immediately.
- 23.0 Demonstrate BLS procedures
- 24.0 Recognize and control bleeding.
- 25.0 Recognize and control shock.
- 26.0 Understand the importance of emergency medications.
- 27.0 Demonstrate understanding of airway management, respiration and artificial ventilation.
- 28.0 Provide secondary assessment.
- 29.0 Identify musculo-skeletal injuries.
- 30.0 Demonstrate proper immobilization of an Cervical/Spinal injury
- 31.0 Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs)
- 32.0 Provide emergency evacuation and transfer of a sick and/or injured person.
- 33.0 Identify and provide initial care for a sick and/or injured patient.
- 34.0 Identify and care for patients who are in special situations.
- 35.0 Provide triage to victims of multiple casualty incidents.
- 36.0 Recognize life-threatening situations.
- 37.0 Recognize entrapment situations.
- 38.0 Assist with emergency childbirth.
- 39.0 Identify critical incident stressors.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:           Emergency Medical Responder**  
**PSAV Number:           H171500**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
  - 02.10 Distinguish between and report subjective and objective information.
  - 02.11 Report relevant information in order of occurrence.
  - 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 02.13 Locate, organize and reference written information from various sources. CM 3.0
  - 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
  - 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. –The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the patients' "Bill of Rights."
  - 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Distinguish between express, implied and informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a Code of Ethics consistent with the health care occupation.
  - 03.12 Identify and compare personal, professional and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of health care workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
  - 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
  - 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.

- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:

- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Interpret information from electronic medical documents.
  - 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
  - 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
  - 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search and complete a job application form correctly.
  - 09.06 Demonstrate competence in job interview techniques.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
  - 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
  - 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
  - 09.13 Identify and exhibit traits for retaining employment. ECD 7.0



- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
  - 09.15 Research the benefits of ongoing professional development. ECD 9.0
  - 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills– The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data AF3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.08 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 12.03 Present information formally and informally for specific purposes and audiences. AF2.9

- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL 3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 13.05 Maintain financial records. FL3.3
  - 13.06 Read and reconcile financial statements. FL3.4
  - 13.07 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: EMS0050**

**Occupational Completion Point: B**

**Emergency Medical Responder – Hours – SOC Code 53-3011**

- 17.0 Demonstrate an understanding of the roles and responsibilities of the Emergency Medical Responder --The student will be able to:

- 17.01 Describe the role of Emergency Medical Responder as a member of the EMS Team.
  - 17.02 List and describe the responsibilities of the Emergency Medical Responder for the provision of pre-hospital emergency care within the local EMS system.
  - 17.03 Describe principles of safely operating a ground ambulance.
  - 17.04 Understand the guidelines of operating safety in and around a landing zone during air medical operations and transport.
  - 17.05 Implement appropriate The Joint Commission patient safety goals.
  - 17.06 Discuss and demonstrate Hazardous Waste Operations and Emergency Response (HAZWOPER) standard, 29 CFR 1910.120 (q)(6)(i) –First Responder Awareness Level <http://www.hazwopercertification.net/>
- 18.0 Demonstrate an ability to communicate effectively as part of the EMS team. The student will be able to:
- 18.01 Demonstrate the proper procedure for the transfer of patient care to other EMS personnel.
  - 18.02 Describe information regarding a patient's condition and treatment that need to be communicated.
  - 18.03 Communicate the Emergency Medical Responder's observations and actions to whomever patient care is transferred.
  - 18.04 Describe and apply the principles of communicating with patients in a manner that achieves a positive relationship.
  - 18.05 Recognize simple medical prefixes, suffixes and combining words.
- 19.0 Demonstrate an understanding of medicolegal aspects. – The student will be able to:
- 19.01 Describe and demonstrate an understanding of the medicolegal aspects of a Emergency Medical Responder's provision of emergency medical care in the jurisdiction having authority, including, but not limited to, duty to act, standard of care, consent to care, forcible restraint, abandonment, documentation and any applicable Good Samaritan Laws.
  - 19.02 Practice within medicolegal standards.
- 20.0 Determine and record vital signs of a sick or injured person. – The student will be able to:
- 20.01 Determine and record skin color, temperature & moistness.
  - 20.02 Demonstrate ability to accurately measure and record vital signs including manual blood pressure.
- 21.0 Use medical identification devices. – The student will be able to:
- 21.01 Identify the most commonly used medical identification devices.
  - 21.02 Apply the information contained on or in the medical identification devices to patient assessment and patient care procedures.
- 22.0 Conduct a primary assessment of problems that are a threat to life if not corrected immediately. – The student will be able to:
- 22.01 Determine and record the level of consciousness of the injured person.

- 22.02 Assess for an inadequate airway, inadequate respiration's, inadequate circulation and profuse bleeding.
  - 22.03 Recognize when immediate correction is necessary.
  - 22.04 Assess patient and determine if the patient has a life threatening condition.
  - 22.05 Use spinal precautions as appropriate.
- 23.0 Demonstrate BLS procedures. – The student will be able to:
- 23.01 Establish and maintain an open airway using both manual and mechanical airway techniques.
  - 23.02 Restore breathing and circulation by means of cardiopulmonary resuscitation (CPR).
  - 23.03 Demonstrate proficiency in the use of an automated external defibrillator (AED).
- 24.0 Recognize and control bleeding. – The student will be able to:
- 24.01 Identify items that can be used to control external bleeding and minimize the contamination of open wounds.
  - 24.02 Apply pressure dressings that will control bleeding and minimize the contamination of open wounds.
  - 24.03 Identify the likelihood of internal bleeding through observations of signs, symptoms and mechanisms of injury.
  - 24.04 Care for a patient who exhibits the signs and symptoms of internal bleeding.
- 25.0 Recognize and control shock. – The student will be able to:
- 25.01 Recognize the likelihood that shock may occur or be present on the basis of patient assessment and observation of a mechanism of injury.
  - 25.02 Provide anti-shock measures as a part of routine patient care.
- 26.0 Understand the importance of emergency medications. – The student will be able to:
- 26.01 Understand the advantages, disadvantages and techniques of self and peer administration of an intramuscular injection by Auto injector,
  - 26.02 Describe the names, effects, Indications, routes of administration and dosages for specific medications (I.E Chemical Antidote Auto injector Devices)
- 27.0 Demonstrate understanding of airway management, respiration and artificial ventilation.  
– The student will be able to:
- 27.01 Apply knowledge of Anatomy and Physiology to airway management procedures (I.E. Oxygenation and perfusion)
  - 27.02 Understand the pathophysiology of respiratory dysfunction.
  - 27.03 Use available mechanical devices to assure the maintenance of an open airway and assist ventilation (i.e. pocket mask, Bag-valve mask, Sellick's maneuver)
  - 27.04 Demonstrate proficiency in supplemental oxygen therapy including portable oxygen cylinder and oxygen delivery devices.
  - 27.05 Describe and demonstrate airway management utilizing of upper airway suctioning.
- 28.0 Provide secondary assessment. – The student will be able to:

- 28.01 Conduct a methodical head-to-toe physical examination to discover conditions not found during the primary assessment.
  - 28.02 Interview the sick or injured person to obtain facts relevant to the person's condition.
  - 28.03 Interview co-workers, witnesses, family members, or other individuals to obtain facts relevant to the person's condition.
- 29.0 Identify musculo-skeletal injuries. – The student will be able to:
- 29.01 Identify the various types of musculo-skeletal injuries.
  - 29.02 Immobilize and otherwise care for suspected fractures, dislocations, sprains and strains with available supplies and equipment, including commercially available and improvised devices.
- 30.0 Demonstrate proper immobilization of an Cervical/Spinal injury
- 30.01 Identify need for spinal immobilization
  - 30.02 Maintain in-line immobilization of cervical spine
  - 30.03 Place proper fitting rigid extrication-type cervical collar
  - 30.04 Place patient in supine position on full length spine board
  - 30.05 Secure patient to immobilization device
- 31.0 Demonstrate proper extremity immobilization as well as other immobilization for other injuries (pelvis, ribs)
- 31.01 Identify need for extremity immobilization
  - 31.02 Assesses motor, sensory, and distal circulation in extremities
  - 31.03 Place proper fitting splint on extremity
  - 31.04 Reassesses motor, sensory, and distal circulation in extremities
- 32.0 Provide emergency evacuation and transfer of a sick and/or injured person. – The student will be able to:
- 32.01 Describe situations when a person should be evacuated or transferred.
  - 32.02 Use the most appropriate assist, drag or carry (alone or with a partner) to move a sick or injured person from a dangerous location to a safe place.
  - 32.03 Maintain safety precautions during evacuation and transfer.
- 33.0 Identify and provide initial care for a sick and/or injured patient. – The student will be able to:
- 33.01 Identify and care for patients with non-traumatic chest pain, utilizing patient assessment.
  - 33.02 Identify and care for patients experiencing respiratory distress, utilizing patient assessment.
  - 33.03 Identify and care for patients experiencing a diabetic emergency, utilizing patient assessment.
  - 33.04 Identify and care for a patient who is experiencing a seizure, utilizing patient assessment.
  - 33.05 Identify and care for a patient who has ingested, inhaled, absorbed or been injected with a poisonous substance.
  - 33.06 Identify and care for a patient who is in an altered state of consciousness, utilizing patient assessment.

- 33.07 Identify and care for a patient who is experiencing a stroke, utilizing patient assessment.
  - 33.08 Identify and care for a patient who has a foreign body in the eye, utilizing patient assessment.
  - 33.09 Identify and care for a patient with thermal, chemical, or electrical burns, determining the severity including degree, body surface area, type, and location.
  - 33.10 Identify and care for a patient suffering from an environmental emergency including heat cramps, heat exhaustion, heat stroke, and frostbite, utilizing patient assessment.
- 34.0 Identify and care for patients who are in special situations. – The student will be able to:
- 34.01 Identify patients who have special needs.
  - 34.02 Care for injured/ill children.
  - 34.03 Care for the injured/ill elderly.
  - 34.04 Care for the injured/ill physically disabled.
  - 34.05 Care for the injured/ill developmentally disabled.
- 35.0 Provide triage to victims of multiple casualty incidents. – The student will be able to:
- 35.01 Categorize the victims of multiple casualty incidents according to the severity of injury or illness on the basis of patient assessments.
  - 35.02 Use triage tags or other identification devices available locally to indicate priorities for pre-hospital emergency care and transportation to medical facilities.
  - 35.03 Work as a member of a team to perform triage at locations of multiple casualty incidents.
  - 35.04 Work as a member of a team to perform patient assessments at locations of multiple casualty incidents.
  - 35.05 Work as a member of a team to carry out patient care procedures at the locations of multiple casualty incidents.
  - 35.06 Demonstrate knowledge of the operating procedures during a terrorist event or during a natural or man-made disaster.
- 36.0 Recognize life-threatening situations. – The student will be able to:
- 36.01 Take steps to minimize the chance of injury or death to all involved when confronted with a potentially life-threatening situation on the basis of an assessment of a scene.
- 37.0 Recognize entrapment situations. – The student will be able to:
- 37.01 Identify accident-related hazards and undertake hazard control measures consistent with the capabilities of the Emergency Medical Responder and available equipment.
  - 37.02 Use available equipment safely to gain access to persons who are entrapped.
  - 37.03 Use available equipment safely to disentangle persons from mechanisms of entrapment.
- 38.0 Assist with emergency childbirth. – The student will be able to:
- 38.01 Evaluate a mother to determine whether delivery is imminent.

- 38.02 Assist with a normal delivery.
- 38.03 Care for the mother and baby.
- 38.04 Identify abnormal childbirth situations and care for the mother and baby within the Emergency Medical Responder's capabilities.

39.0 Identify critical incident stressors. – The student will be able to:

- 39.01 Identify stressors which may affect the performance of a Emergency Medical Responder.
- 39.02 Identify stressors which may affect the behavior of a sick or injured person.
- 39.03 Carry out procedures to minimize critical incident stress.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Psychiatric Technology  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	H181106
CIP Number	0351150200
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	PRAC NURSE @7 G *(Registered Nurse) REG NURSE 7 G MENT HEAL @7 G
CTSO	HOSA
SOC Codes (all applicable)	29-2053 Psychiatric Technicians 31-9099 Healthcare Support Workers, All Other
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

### **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 prepare students for employment as psychiatric aides or psychiatric technicians (SOC 29-2053).

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The content includes but is not limited to nursing assistant skills, physical assessment, depression, schizophrenia, personality disorders, charting, obsessive compulsive behavior, anxiety values, crisis intervention, coma, hallucinations, organic brain syndrome, manic/depressive illness, electro convulsive therapy, group therapy, medications, adjunctive therapy, employability skills, leadership and human relations skills, and health and safety, including CPR. The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program. Once successfully completed, the core does not need to be repeated at any instructional level.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	HCP0852	Psychiatric Aide	360 hours	29-2053

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America (HOSA), Inc. is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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 program-specific OJT framework apply.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9.0, Language 9.0, and Reading 9.0. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination. Students may be exempt from meeting the Basic Skills requirements by earning an eligible industry certification. See the Basic Skills Exemption List document for a list of eligible industry certifications (<http://www.fldoe.org/workforce/dwdframe/rtf/basic-skills.rtf>).

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College

must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination pursuant to Section 1008.29, F.S.; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.)

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. 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 (ESE) will need modifications to meet their special 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 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 occupational completion point (OCP) or a modified occupational completion point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP(s)/MOCP. 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).

### **Articulation**

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Participate in observing patients' physical and behavioral reactions to medications.
- 18.0 Provide emergency services through crisis intervention techniques and/or medications as prescribed.
- 19.0 Conduct individual, group, remotivation, family and drug discussion groups to facilitate patients' rehabilitation.
- 20.0 Participate in home visits and crisis intervention to prevent hospitalization or rehospitalization.
- 21.0 Participate as a member of a multi-disciplinary team in the planning and implementation of treatment for individual patients.
- 22.0 Provide services to staff for treatment programs at the ward level in terms of therapeutic communities and patient government.
- 23.0 Perform skills assisting other professional staff.
- 24.0 Use human relations skills in motivating others.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:           Psychiatric Technology**  
**PSAV Number:         H181106**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:



- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: HCP0852**  
**Occupational Completion Point: B**  
**Psychiatric Aide – 360 Hours – SOC Code 29-2053**

- 17.0 Participate in observing patients' physical and behavioral reactions to medications.--The student will be able to:
- 17.01 List the observable physical signs indicating a medication reaction which should be reported.
  - 17.02 Discuss behavioral changes which might occur from medications other than expected changes.
  - 17.03 Seek assistance and initiate resuscitation measures when appropriate.
  - 17.04 Report completely and accurately to team leader or head nurse.
- 18.0 Provide emergency services through crisis intervention techniques and/or medications as prescribed.--The student will be able to:
- 18.01 Recognize suicidal behavior as a cry for help and provide emergency psychologic aid by establishing open communication, reminding the patient of his identity, and help him to identify the problem which precipitated the crisis.

- 18.02 Offer constructive help with the problem.
  - 18.03 Remind the patient that others care.
  - 18.04 Record/report events accurately.
  - 18.05 Assist with medication if ordered.
  - 18.06 Maintain professional growth through attending conferences, workshops and inservice programs, and reading current literature on this topic.
  - 18.07 Discuss the methods of suicide.
  - 18.08 Observe suicidal patient and note the hazards.
- 19.0 Conduct individual, group, remotivation, family and drug discussion groups to facilitate patients' rehabilitation.--The student will be able to:
- 19.01 Demonstrate sensitivity to patient's verbal and non verbal communication, changes in thought processes, mood and behavior.
  - 19.02 Document clinical condition of patient's progress and responses to therapy and patient teaching.
  - 19.03 Execute skillful interactions.
  - 19.04 Maintain the professional attitude of a therapeutic environment.
  - 19.05 Discuss four kinds of involuntary admissions.
  - 19.06 Discuss elopement precautions, methods, and patient observation.
  - 19.07 Describe four techniques used in a physical assessment.
  - 19.08 Examine the patient's head and neck and list the pertinent items to observe.
  - 19.09 List causes of changes in skin color, moisture, texture, temperature, mobility, and turgor.
  - 19.10 Describe normal pupillary reactions-direct and consensual constriction and accommodation.
- 20.0 Participate in home visits and crisis intervention to prevent hospitalization or rehospitization.--The student will be able to:
- 20.01 Accept this expanded role as delegated by the head nurse.
  - 20.02 Accompany patient to home if requested by head nurse.
  - 20.03 Accompany the psychiatric nurse or physician to a patients home if assigned.
  - 20.04 Assist in planned care.
- 21.0 Participate as a member of a multidisciplinary team in the planning and implementation of treatment for individual patients.--The student will be able to:
- 21.01 Relate unit problems and needs to the team leader, or head nurse as appropriate.
  - 21.02 Contribute to the formulation of unit goals for individual patient.
  - 21.03 Share in the planning, decision-making through staff meetings.
  - 21.04 Support hospital policies and procedures as well as use the procedure manual for the psychiatric unit.
  - 21.05 Display understanding of the limitations of the role of the psychiatric technician.
  - 21.06 Display cooperation when asked to work other shifts or change assignments.
  - 21.07 Demonstrate ability to function independently without constant supervision.
  - 21.08 Show respect for coworkers and be able to interpret the organizational chart.
  - 21.09 Maintain own proper physical, emotional, and mental health through proper application of body mechanics giving constructive criticism, and utilizing appropriate coping mechanisms.

- 21.10 Implement appropriate Joint Commission patient safety goals.
- 22.0 Provide services to staff for treatment programs at the ward level in terms of therapeutic communities and patient government.--The student will be able to:
- 22.01 Promote a healthy interpersonal relationship with peers - show respect and recognition.
  - 22.02 Initiate or assist in the orientation, education and training of new persons on the unit.
  - 22.03 Facilitate positive communication among peers.
  - 22.04 Give pertinent report to other members of the health care team regarding assigned patient care.
  - 22.05 Demonstrate understanding of the condition of assigned patients.
  - 22.06 Collaborate with other team members in proper application of the nursing process (assessment, planning, implementation and evaluation).
  - 22.07 Adhere to proper dress code.
  - 22.08 List and explain four objectives of a health history.
- 23.0 Perform skills assisting other professional staff.--The student will be able to:
- 23.01 Weigh and measure patient.
  - 23.02 Record intake and output.
  - 23.03 Perform urine sugar and acetone tests.
  - 23.04 Perform catheter care.
  - 23.05 Apply restraints as ordered.
  - 23.06 Perform decubitus care.
  - 23.07 Perform bed baths and assist patient with tub or shower.
  - 23.08 Make beds.
  - 23.09 Assist with electroconvulsive therapy (ECT).
  - 23.10 Give pre and post ECT care.
  - 23.11 Discuss the use of the seclusion room.
  - 23.12 Formulate a care plan consulting directly with team leader.
  - 23.13 Discuss the following behaviors: aggressive patient, depressed patient, withdrawn patient, hallucinating patient, delusional patient, suspicious patient, anxious patient, manipulative patient.
- 24.0 Use human relations skills in motivating others--The student will be able to:
- 24.01 Intervene appropriately in nursing care rather than rely on a rigidly structured plan of care.
  - 24.02 Ensure quality patient care by developing good rapport and understanding of patient needs.
  - 24.03 Recognize that all human behavior is meaningful and goal directed.
  - 24.04 Promote effective communication through skillful interviewing techniques and base assessments and therapeutic decisions on an understanding of the patients psychodynamics.
  - 24.05 Demonstrate skill in using a one to one relationship with the patient based on an understanding of psychodynamics.
  - 24.06 Obtain meaningful information leading to an appropriate nursing intervention.
  - 24.07 State three behaviors which are essential in an effective nurse/patient relationship.

- 24.08 Differentiate between direct and open-ended questioning.
- 24.09 Listen carefully and nonjudgmentally.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:**        **Emergency Medical Technician**  
**Program Type:**       **Career Preparatory**  
**Career Cluster:**     **Health Science**

<b>PSAV</b>	
Program Number	W170205 (This number can be used by district grandfathered in programs only.)
CIP Number	0351090401
Grade Level	30.31
Standard Length	250 hours
Teacher Certification	PRAC NURSE @7 *(Registered Nurse) TEC MED !7G EMR MED TE @7 PARAMEDIC @7 # EMT 7 G # REG NURSE 7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2041 Emergency Medical Technicians and Paramedics
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	N/A

*# These certifications can only be used for adjunct faculty. Please refer to 64J-1.201 F.A.C. for the EMS instructor qualifications.*

### **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.

This is an instructional program that prepares students for employment as emergency medical technicians SOC Code 29-2041 (Emergency Medical Technicians and Paramedics) to function at the basic pre-hospital emergency medical technician level and treat various medical/trauma conditions using appropriate equipment and materials. The program prepares students for certification as EMT's in accordance with Chapter 64J of the Florida Administrative Code. The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT) National EMS Educational Standards for EMT. This is the initial level for a career in emergency medical services and the primary prerequisite for paramedic training and certification.

The content includes but is not limited to : patient assessment, airway management, cardiac arrest, external and internal bleeding and shock, traumatic injuries, fractures, dislocations, sprains, poisoning, heart attack, stroke, diabetes, acute abdomen, communicable diseases, patients with abnormal behavior, alcohol and drug abuse, the unconscious state, emergency childbirth, burns, environmental hazards, communications, reporting, extrication and transportation of patient. The student must be proficient in patient assessment and evaluation, the use of suctioning devices, oral and nasal airways, resuscitation devices, oxygen equipment, sphygmomanometer and stethoscope, splints of all types, pneumatic anti-shock garments, extrication tools, dressings and bandages, stretchers and patient carrying devices.

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	EMS0159	Emergency Medical Technician	160 hours	29-2041

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Statute 401.2701 requires that the instructor-student ratio should not exceed 1:6. Hospital activity shall include a minimum of 20 hours of supervised clinical supervision, including 10 hrs in a hospital emergency department. Clinical activity shall include appropriate patient assessment skills, intervention and documentation relevant to each clinical rotation.

Field internship shall include a competency based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include a minimum of 5 emergency runs resulting in patient care and transport appropriate for the EMT. In addition, the patient care component should include minimum competencies in patient assessment, airway management and ventilation, trauma and medical emergencies.

### **Special Notes**

This program meets the Department of Health HIV/AIDS, trauma score card methodologies and SIDS training education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

Please refer to chapter 401 F.S. for more information on disqualification for the EMT license through the Bureau of Emergency Medical Services, Department of Health.

An EMT program must be taught by an instructor meeting the qualifications as set forth in 64J-1.201 FAC.

An American Heart Association or Red Cross certification or equivalent in "professional" BLS is required of all candidates for entrance into an EMT program.

The Student Performance Standards for Emergency Medical Technician were adapted from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

Minimum entrance requirements for this program include a high school diploma or GED unless high school students are dual enrolled. If dual enrolled, students must have the HS diploma or GED and meet the requirements to sit for the national certification examination.

Once the students have successfully completed the EMT Program, They may be given a certificate stating that they have met all Emergency Medical Responder requirements.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the successful completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

N/A

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program W170205 has a statewide articulation agreement approved by the Articulation Coordinating Committee:

Emergency Medical Services AS (1351090402) – 11 credit hours

Students who have completed an Emergency Medical Technician program at one of the grandfathered technical centers can enroll in a community college Emergency Medical Services-Associates Degree or PSV-C program within five years of their completion date. Students seeking credit after five years must show proof of current EMT or Paramedic licensure. Students entering the community college will receive the same credit as native PSV-C completers in these programs. Such students, however, must first meet the college's entry, residency, and academic requirements.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations
- 07.0 Recognize and practice infection control procedures
- 08.0 Use information technology tools.
- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Apply fundamental knowledge of the anatomy and physiology of all human body systems to the practice of EMS.

- 18.0 Apply fundamental knowledge of life span development to patient assessment and management.
- 19.0 Describe the history and evolution of the EMS system.
- 20.0 Discuss and explain the roles, responsibilities & professionalism of EMS Personnel
- 21.0 Discuss the significance of using the correct safety precautions to ensure the safety of the patient, the EMT and the EMS team.
- 22.0 Discuss stress management techniques useful for both the EMT and the patient.
- 23.0 Discuss the procedures to safely lift and move patients of various age groups and situations (emergency, Urgent and non-urgent moves).
- 24.0 Discuss and apply knowledge of disease transmission to the overall safety and wellness of the EMS team(taught to the level described in FS 401.2701)
- 25.0 Describe the principles of medical documentation and report writing.
- 26.0 Describe the components of the EMS Communication system.
- 27.0 Describe the significance of communication techniques for the EMT.
- 28.0 Discuss the medical, legal and ethical issues to the provision of emergency care.
- 29.0 Discuss the principles of pharmacology as they are related to emergency care.
- 30.0 Discuss and demonstrate scene size up and management in an emergency situation.
- 31.0 Discuss and demonstrate primary patient assessment procedures for all patient age levels.
- 32.0 Discuss and demonstrate the procedures for taking the history of a patient.
- 33.0 Discuss and demonstrate secondary patient assessment procedures for all patient age levels.
- 34.0 Describe the significance of monitoring devices in patient assessment.
- 35.0 Discuss the components and factors of reassessment and its significance in patient assessment.
- 36.0 Demonstrate an understanding and proficiency in Airway Management techniques
- 37.0 Demonstrate an understanding and proficiency in Respiration techniques.
- 38.0 Demonstrate an understanding and proficiency in Artificial Ventilation techniques.
- 39.0 Apply a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation
- 40.0 Apply knowledge to provide care for patients with a neurological emergency.
- 41.0 Apply knowledge to provide care for patients with an Abdominal/Gastrointestinal emergency.
- 42.0 Apply knowledge to provide care for patients with an Immunologic emergency.
- 43.0 Apply knowledge to provide care for a patient experiencing an infectious disease.
- 44.0 Apply knowledge to provide care for a patient with an endocrine disorder.
- 45.0 Apply knowledge to provide care for a patient with a psychiatric emergency.
- 46.0 Apply knowledge to provide care for patients with a cardiovascular emergency.
- 47.0 Apply Knowledge of toxicology to provide care for a patient with a poisoning or overdose emergency.
- 48.0 Apply knowledge to provide care for a patient with a respiratory emergency.
- 49.0 Apply knowledge of Hematology to provide care for patients with a clotting disorder or are experiencing a sickle cell disease crisis.
- 50.0 Apply knowledge to provide care for a patient with a genitourinary/renal emergency.

- 51.0 Apply knowledge to provide care for a patient with a gynecologic emergency.
- 52.0 Apply knowledge to provide care for a patient with a Non-Traumatic Musculoskeletal emergency.
- 53.0 Describe an overview of the identification, categorization, pathophysiology and assessment of a trauma patient.
- 54.0 Demonstrate an understanding and the skills required for the management of a patient with traumatic bleeding.
- 55.0 Demonstrate an understanding and the skills required for the management of a patient with a chest trauma.
- 56.0 Demonstrate an understanding and the skills required for the management of a patient with an abdominal/genitourinary trauma.
- 57.0 Demonstrate an understanding and the skills required for the management of a patient with an orthopedic trauma.
- 58.0 Demonstrate an understanding and the skills required for the management of a patient with a soft tissue trauma.
- 59.0 Demonstrate an understanding and the skills required for the management of a patient with a head, facial, or neck (non-spinal) trauma.
- 60.0 Demonstrate an understanding and the skills required for the management of a patient with a nervous system trauma.
- 61.0 Demonstrate an understanding of the special considerations for the management of a patient experiencing a trauma during pregnancy.
- 62.0 Demonstrate an understanding of the special considerations for the management of the pediatric patient experiencing a trauma.
- 63.0 Demonstrate an understanding of the special considerations for the management of the geriatric patient experiencing a trauma.
- 64.0 Demonstrate an understanding of the special considerations for the management of the cognitively impaired patient experiencing a trauma.
- 65.0 Discuss and demonstrate how to assess and manage environmental trauma emergencies.
- 66.0 Define and articulate the kinematics of trauma.
- 67.0 Describe the components and procedures of a multi-system trauma.
- 68.0 Apply knowledge of growth development, aging and assessment to the obstetric and neonatal populations.
- 69.0 Apply knowledge of growth development, aging and assessment to the pediatric population.
- 70.0 Apply knowledge of growth development, aging and assessment to the geriatric population.
- 71.0 Apply knowledge of growth development, aging and assessment to patients with special challenges.
- 72.0 Discuss and demonstrate the principles of safely operating a ground ambulance.
- 73.0 Discuss an overview of EMS operations during during a multiples casualty incident.
- 74.0 Demonstrate knowledge and procedures involved in safely operating in and around an air medical operations landing zone.

- 75.0 Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations.
- 76.0 Discuss the risks and responsibilities of operating during a terrorism event or during a natural or man-made disaster.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title:           Emergency Medical Technician**  
**PSAV Number:           W170205**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker – 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
  - 02.10 Distinguish between and report subjective and objective information.
  - 02.11 Report relevant information in order of occurrence.
  - 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
  - 02.13 Locate, organize and reference written information from various sources. CM 3.0
  - 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
  - 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
  - 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
  - 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
  - 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. –The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
  - 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
  - 03.03 Demonstrate procedures for accurate documentation and record keeping.
  - 03.04 Interpret healthcare facility policy and procedures.
  - 03.05 Explain the patients' "Bill of Rights."
  - 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
  - 03.07 Describe advance directives.
  - 03.08 Distinguish between express, implied and informed consent.
  - 03.09 Explain the laws governing harassment, labor and employment.
  - 03.10 Differentiate between legal and ethical issues in healthcare.
  - 03.11 Describe a Code of Ethics consistent with the health care occupation.
  - 03.12 Identify and compare personal, professional and organizational ethics.
  - 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
  - 03.14 Recognize and report illegal and/or unethical practices of health care workers.
  - 03.15 Recognize and report abuse including domestic violence and neglect.
  - 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
  - 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
  - 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.

- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.
  - 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture's MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:



- 07.01 Define principles of infection control including standard and transmission based precautions.
  - 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
  - 07.03 Demonstrate knowledge of surgical asepsis.
  - 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
  - 08.02 Define terms and demonstrate basic computer skills.
  - 08.03 Interpret information from electronic medical documents.
  - 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
  - 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
  - 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
  - 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
  - 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
  - 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
  - 09.04 Write an appropriate resume.
  - 09.05 Conduct a job search and complete a job application form correctly.
  - 09.06 Demonstrate competence in job interview techniques.
  - 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
  - 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
  - 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
  - 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
  - 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
  - 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
  - 09.13 Identify and exhibit traits for retaining employment. ECD 7.0

- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
  - 09.15 Research the benefits of ongoing professional development. ECD 9.0
  - 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:
- 10.01 Recognize emerging diseases and disorders.
  - 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
  - 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
  - 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
  - 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
  - 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills– The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data AF3.5
  - 11.02 Measure time, temperature, distance, capacity, and mass/weight.
  - 11.03 Make, use and convert using both traditional and metric units.
  - 11.04 Make estimates and approximations and judge the reasonableness of the result.
  - 11.05 Convert from regular time to the 24-hour clock.
  - 11.06 Demonstrate ability to evaluate and draw conclusions.
  - 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
  - 11.08 Demonstrate knowledge of arithmetic operations. AF3.2
  - 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 12.03 Present information formally and informally for specific purposes and audiences. AF2.9

- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
  - 13.02 Describe the effect of money management on personal and career goals. FL 3.0
  - 13.03 Develop a personal budget and financial goals. FL3.1
  - 13.04 Complete financial instruments for making deposits and withdrawals. FL3.2
  - 13.05 Maintain financial records. FL3.3
  - 13.06 Read and reconcile financial statements. FL3.4
  - 13.07 Research, compare and contrast investment opportunities. FL4.0
- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: EMS0159**

**Occupational Completion Point: B**

**Emergency Medical Technician – 160 Hours – SOC Code 29-2041**

The Student Performance Standards for Emergency Medical Technology-EMT were adapted and condensed from the US Department of Transportation (DOT) National EMS Educational Standards for EMT.

- 17.0 Apply fundamental knowledge of the anatomy and physiology of all human body systems to the practice of EMS – The students will be able to:
- 17.01 Label the following topographic terms: Medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, mid-axillary.
  - 17.02 Describe & identify the anatomy and function of the following major body systems: Respiratory, circulatory, musculoskeletal, nervous, integumentary, digestive, urinary, genital and endocrine.
  - 17.03 Define the medical terminology & medical terms associated with the EMT level.
  - 17.04 Define Pathophysiology.
  - 17.05 Chart the life support chain, aerobic metabolism and anaerobic metabolism.
- 18.0 Apply fundamental knowledge of life span development to patient assessment and management. – The students will be able to:
- 18.01 Understand the terms used to designate the following stages of life: infants, toddlers, preschoolers, school-age children, adolescents (teenagers), early adults, middle adults & late adults.
  - 18.02 Describe the major physiologic & psychosocial characteristics of:
    - 18.02.01 An infant's life
    - 18.02.02 A toddler and preschooler's life
    - 18.02.03 A school age child's life
    - 18.02.04 An adolescent's life
    - 18.02.05 An early adults life
    - 18.02.06 A middle adult's life
    - 18.02.07 A late adult's life
- 19.0 Describe the history and evolution of the EMS system. – The students will be able to:
- 19.01 Define Emergency Medical Services (EMS) systems.
  - 19.02 Discuss the historical background of the development of the EMS system.
  - 19.03 Identify the four levels of national EMS providers (EMR, EMT, AEMT & PM) as well as the three levels in the State of Florida.
  - 19.04 State the specific statutes and regulations regarding the EMS system in Florida.
- 20.0 Discuss and explain the roles, responsibilities & professionalism of EMS Personnel – The students will be able to:
- 20.01 Discuss vehicle & equipment readiness
  - 20.02 Characterize the EMS system's role in prevention and public education.

- 20.03 Discuss the roles and responsibilities of the EMT related to personal safety of the crew, patient and by standers.
  - 20.04 Discuss the roles and responsibilities of the EMT to operate emergency vehicles, provide scene leadership and perform patient assessment and administer emergency care.
  - 20.05 Discuss the maintenance of certification & licensure for the EMT in the State of Florida and NREMT.
  - 20.06 Define quality improvement and discuss the EMT's role in the process.
  - 20.07 Discuss EMS research & evidence based decision making.
- 21.0 Discuss the significance of using the correct safety precautions to ensure the safety of the patient, the EMT and the EMS team. – The students will be able to:
- 21.01 Explain the need to determine scene safety.
  - 21.02 Discuss the importance of body substance isolation (BSI).
  - 21.03 Describe the steps the EMT should take for personal protection from airborne and blood borne pathogens as well as communicable disease.
  - 21.04 List the personal protective equipment necessary to protect oneself in common emergency situations.
- 22.0 Discuss stress management techniques useful for both the EMT and the patient. – The students will be able to:
- 22.01 List possible emotional reactions that an individual (EMT and EMT family, Patient and Patient family) may experience when faced with trauma, illness, death and dying.
  - 22.02 State the steps the EMT should take when approaching a family confronted with death and dying.
  - 22.03 Recognize the warning signs of personal stress and discuss the strategies EMTs can apply to manage it.
- 23.0 Discuss the procedures to safely lift and move patients of various age groups and situations (emergency, Urgent and non-urgent moves). – The students will be able to:
- 23.01 Demonstrate good body mechanics while using a stretcher and other patient moving devices.
  - 23.02 Discuss the guidelines and safety precautions that need to be followed when lifting a patient.
  - 23.03 Describe the guidelines and safety precautions for carrying patients and/or equipment.
  - 23.04 State the guidelines for reaching and their application.
  - 23.05 State the guidelines for pushing and pulling.
  - 23.06 Discuss patient positioning in common emergency situations.

- 23.07 Discuss situation that may require the use of medical restraints on the patient & explain guidelines and safety consideration for their use.
- 24.0 Discuss and apply knowledge of disease transmission to the overall safety and wellness of the EMS team(taught to the level described in FS 401.2701) – The students will be able to:
- 24.01 Define “infectious disease” and “communicable disease.”
  - 24.02 Describe the routes of transmission for infectious disease.
  - 24.03 Explain the mode of transmission and the steps to prevent/deal with an exposure of hepatitis, meningitis, tuberculosis & HIV.
  - 24.04 Explain how immunity to infectious diseases is acquired.
  - 24.05 Explain post exposure management of exposure to patient blood or body fluids, including completing a post exposure report.
  - 24.06 Describe the components of physical fitness & mental wellbeing
- 25.0 Describe the principles of medical documentation and report writing. – The students will be able to:
- 25.01 Describe the use of written communication and documentation.
  - 25.02 Explain the legal implication of the patient care report.
  - 25.03 Identify the minimum dataset reference patient information and administrative information on the patient care report.
  - 25.04 Understand how to document refusal of care, including legal implications.
- 26.0 Describe the components of the EMS Communication system. – The students will be able to:
- 26.01 Understand the basic principles of the various types of communications equipment used in EMS
  - 26.02 Describe the use of radio communication and correct radio procedures, including the proper methods of initiating and terminating the radio call/transmission
  - 26.03 State the proper procedures and sequence for delivery of patient information to other healthcare professionals.
  - 26.04 Identify the essential components of the verbal report and legal aspects that need to be considered.
- 27.0 Describe the significance of communication techniques for the EMT. – The students will be able to:
- 27.01 Describe principles of therapeutic and effective communication with patients in a manner that achieves a positive relationship.

- 27.02 Discuss adjusting communication strategies to effectively communicate to differing age groups, developmental stages, patients with special needs, and differing cultures, including language barriers.
  - 27.03 Discuss the communication techniques that should be used to interact with the patient, patient family, bystanders, and individuals from other agencies including verbal diffusion and interview techniques.
- 28.0 Discuss the medical, legal and ethical issues to the provision of emergency care. – The students will be able to:
- 28.01 Differentiate between expressed, implied and involuntary consent
  - 28.02 Discuss the methods of obtaining consent and procedures for minors.
  - 28.03 Discuss the issues of abandonment, negligence, false imprisonment and battery and their implications to the EMT.
  - 28.04 Discuss the implications for the EMT in patient refusal of care and/or transport.
  - 28.05 Explain the importance, necessity and legality of patient confidentiality.
  - 28.06 Discuss the importance of Do Not Resuscitate [DNR] (advance directives) and local or Florida provisions regarding EMS application.
  - 28.07 Discuss State of Florida & Federal special reporting situations such as abuse, sexual assault, gunshots & knife wounds, communicable disease, etc
  - 28.08 Differentiate between civil tort & criminal actions
  - 28.09 List the elements of negligence and defenses/protections from liability.
  - 28.10 Discuss the role of the EMT at crime scenes and preservation of evidence.
  - 28.11 Define ethics & morality and discuss their implication for the EMT.
- 29.0 Discuss the principles of pharmacology as they are related to emergency care. – The students will be able to:
- 29.01 Explain the “six rights” of medication administration and describe how each one related to EMS.
  - 29.02 Discuss the forms in which the medications may be found and provide examples of each and discuss how the form of a medication dictates its route of administration.
  - 29.03 Describe the difference between a generic medication name and trade name, and provide an example of each.
  - 29.04 Discuss the components and elements of a drug profile including, actions, contraindications, side effects, dose and route.
  - 29.05 Describe the role of medical direction in medication administration and explain the difference between direct orders (online) and standing orders (off-line).
  - 29.06 Give the generic and trade names, actions, indication, contraindications, routes of administration, side effects, interactions & doses of medications that may be administered by and EMT in an emergency as dictated by the State of Florida & local medical direction.

- 29.07 Demonstrate how to administer medication in the following routes; oral, sublingual and auto-injector.
- 30.0 Discuss and demonstrate scene size up and management in an emergency situation. – The students will be able to:
- 30.01 Recognize and describe hazards/potential hazards at the scene.
  - 30.02 Determine if the scene is safe to enter.
  - 30.03 Discuss common mechanisms of injury/nature of illness.
  - 30.04 Discuss the procedures for multiple-patient situations.
  - 30.05 Explain why it is important for the EMT to determine the need for additional or specialized resources.
  - 30.06 List the minimum standard precautions that should be followed and PPE that should be worn at the emergency scene.
- 31.0 Discuss and demonstrate primary patient assessment procedures for all patient age levels. – The students will be able to:
- 31.01 Summarize the elements of a general impression of the patient.
  - 31.02 Discuss & demonstrate methods of assessing altered mental status using assess for level of consciousness (AVPU).
  - 31.03 Discuss & demonstrate methods of assessing the airway and providing airway care.
  - 31.04 Describe& demonstrate methods used for assessing if a patient is breathing
  - 31.05 Differentiate between a patient with adequate and inadequate breathing.
  - 31.06 Distinguish between methods of assessing breathing.
  - 31.07 Describe& demonstrate the methods used to obtain a pulse.
  - 31.08 Discuss & demonstrate the need for assessing the patient for external bleeding.
  - 31.09 Describe & demonstrate normal and abnormal findings when assessing skin color, temperature, moisture & capillary refill in adult, child & infant.
  - 31.10 Explain the reason for & demonstrate prioritizing a patient for care and transport.
- 32.0 Discuss and demonstrate the procedures for taking the history of a patient. – The students will be able to:
- 32.01 Discuss the process of taking a history, its key components and its relationship to the primary assessment process.
  - 32.02 Explain the importance of obtaining a SAMPLE & OPQRST history.
  - 32.03 Recognize and respond to the feelings patients experience during assessment.
  - 32.04 Describe examples of different techniques the EMT may use to obtain information from patients, family or bystanders during the history taking process.
- 33.0 Discuss and demonstrate secondary patient assessment procedures for all patient age levels. – The students will be able to:



- 33.01 Describe the unique needs & demonstrate assessing an individual with a specific chief complaint with no known prior history.
  - 33.02 Discuss the components of the physical exam and skills involved.
  - 33.03 Differentiate between the history and physical exam that are performed for responsive patients with no known prior history, responsive patients with a known prior history and unresponsive patients.
- 34.0 Describe the significance of monitoring devices in patient assessment. – The students will be able to:
- 34.01 Explain and demonstrate the use and interpretation of pulse oximetry device readings.
  - 34.02 List normal blood pressure ranges for adults, children & infants.
  - 34.03 Demonstrate how to measure a blood pressure by palpation, auscultation and electronic devices while in the field.
- 35.0 Discuss the components and factors of reassessment and its significance in patient assessment. – The students will be able to:
- 35.01 Describe the components of the reassessment and demonstrate the skills involved.
  - 35.02 Discuss the reasons for repeating the initial assessment as part of the reassessment.
  - 35.03 Explain trending assessment components and its value to other health professionals who assume care of the patient.
- 36.0 Demonstrate an understanding and proficiency in Airway Management techniques – The students will be able to:
- 36.01 Name & label the structures of the respiratory system
  - 36.02 State what care should be provided for a patient with or without adequate breathing.
  - 36.03 Describe & demonstrate the steps in performing the head-tilt chin-lift.
  - 36.04 Relate mechanism of injury to opening the airway.
  - 36.05 Describe & demonstrate the steps in performing the jaw thrust.
  - 36.06 Describe & demonstrate the techniques of suctioning and its importance.
- 37.0 Demonstrate an understanding and proficiency in Respiration techniques. – The students will be able to:
- 37.01 Describe the pulmonary ventilation process to include mechanics of ventilation & alveolar ventilation (tidal volumes, dead space, etc)
  - 37.02 Describe the oxygenation process

- 37.03 Explain both external & internal respiration process
  - 37.04 Discuss the various pathophysiologies of the respiratory system.
  - 37.05 Describe how to assess for adequate and inadequate respiration, including the use of pulse oximetry.
  - 37.06 List the components, purpose, indications, contraindications, complications and procedures for oxygen delivery devices.
  - 37.07 Demonstrate oxygen administration for the pediatric and geriatric patient.
  - 37.08 Describe and demonstrate the steps in performing the skill of assisting ventilations in the conscious patient in respiratory distress using a bag-valve-mask (BVM), and continuous positive airway pressure (CPAP).
- 38.0 Demonstrate an understanding and proficiency in Artificial Ventilation techniques. – The students will be able to:
- 38.01 Demonstrate how to insert both an oropharyngeal (oral) and a nasopharyngeal (nasal) airway.
  - 38.02 Describe & demonstrate how to artificially ventilate a patient with a pocket mask.
  - 38.03 Describe & demonstrate the steps in performing the skill of artificially ventilating a patient with a BVM for one or two rescuers.
  - 38.04 Describe & demonstrate the signs of adequate & inadequate artificial ventilation using the BVM.
  - 38.05 Describe & demonstrate the steps in artificially ventilating a patient with a manually triggered ventilation device.
  - 38.06 Demonstrate how to artificially ventilate the pediatric and geriatric patient.
  - 38.07 Describe & demonstrate how to perform the Sellick maneuver (cricoid pressure).
  - 38.08 Recognize the differences between normal and positive pressure ventilation.
- 39.0 Apply a fundamental knowledge of the causes, pathophysiology and management of shock and the components of resuscitation – The students will be able to:
- 39.01 Discuss withholding resuscitation if irreversible death is obvious or if a “DO Not Resuscitate” (DNR) is present.
  - 39.02 Review the anatomy & physiology of the respiratory & cardiovascular systems
  - 39.03 Discuss, identify pathophysiologies & medical care for respiratory failure as well as respiratory and cardiac arrest.
  - 39.04 Explain the system components of CPR, the four links in the AHA chain of survival & how each one relates to maximizing the survival of the patient.
  - 39.05 Show Provider (AHA guidelines) certification required prior to EMT program competition as per FS 401.27.
  - 39.06 Understand shock, including the pathophysiology, causes, and its signs and symptoms associated with the various types of shock.
  - 39.07 Discuss patient assessment and steps to the emergency care of the patient with signs & symptoms of shock.

- 39.08 Discuss and distinguish the variations & causes between the emergency medical care of the infant, child, adult and geriatric patient experiencing shock.
- 40.0 Apply knowledge to provide care for patients with a neurological emergency. – The students will be able to:
- 40.01 Discuss & review the anatomy, physiology & pathophysiology of the brain & spinal cord
  - 40.02 Discuss & identify the causes of ischemic strokes, hemorrhagic strokes & transient ischemic attacks and their similarities & differences.
  - 40.03 Discuss & demonstrate how to use the stroke assessment tool accepted by the State of Florida to identify a stroke patient rapidly.
  - 40.04 Define and differentiate generalize seizure, partial seizure & status epilepticus and list their possible causes.
  - 40.05 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with neurological emergencies.
- 41.0 Apply knowledge to provide care for patients with an Abdominal/Gastrointestinal emergency. – The students will be able to:
- 41.01 Discuss and review the basic anatomy physiology & pathophysiology of the gastrointestinal, genital & urinary systems.
  - 41.02 Define the term, "acute abdomen."
  - 41.03 Identify the signs & symptoms, and common causes of an acute abdomen.
  - 41.04 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with gastrointestinal emergencies.
- 42.0 Apply knowledge to provide care for patients with an Immunologic emergency. – The students will be able to:
- 42.01 Understand and define the terms allergic reaction and anaphylaxis
  - 42.02 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an allergic reaction.
  - 42.03 State the generic and trade names, medication forms, dose, administration, action, and contraindications for the epinephrine auto-injector.
  - 42.04 Demonstrate the use of epinephrine auto-injector
- 43.0 Apply knowledge to provide care for a patient experiencing an infectious disease. – The students will be able to:
- 43.01 List the causes of infectious diseases
  - 43.02 Describe & demonstrate the emergency medical care of the infant, child, adult and geriatric patient experiencing an infectious disease.
  - 43.03 Discuss mandatory notification to State or Federal agencies of various diseases.

44.0 Apply knowledge to provide care for a patient with an endocrine disorder. – The students will be able to:

- 44.01 Review the anatomy, physiology & pathophysiology of the endocrine system and its main function in the body.
- 44.02 Define diabetes (type I & II), Hypoglycemia, Hyperglycemia & diabetic ketoacidosis.
- 44.03 Identify & demonstrate the steps in the emergency medical care of the patient taking diabetic medicine with an altered mental status and a history of diabetes.
- 44.04 State the generic and trade names, medication forms, dose, administration, action, and contraindications for oral glucose.
- 44.05 Demonstrate the steps of using a glucometer device and administering oral glucose.
- 44.06 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a diabetic emergency.

45.0 Apply knowledge to provide care for a patient with a psychiatric emergency. – The students will be able to:

- 45.01 Define behavior, psychiatric disorders & behavioral emergencies.
- 45.02 Discuss the general factors that may cause an alteration in a patient's behavior.
- 45.03 Discuss the risk factors/signs or symptoms of various psychiatric emergencies.
- 45.04 Discuss special medical/legal considerations for managing behavioral emergencies to include Florida statutes:
  - 45.04.01 Baker Act (FS 394.451)
  - 45.04.02 Marchman Act (FS 397.601 & FS 397.675)
  - 45.04.03 Emergency examination & treatment of incapacitated (FS401.445)
- 45.05 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a behavioral or psychiatric emergency.
- 45.06 Demonstrate various techniques to safely restrain a patient with a behavioral problem.

46.0 Apply knowledge to provide care for patients with a cardiovascular emergency. – The students will be able to:

- 46.01 Review the basic anatomy, physiology and pathophysiology of the cardiovascular system.
- 46.02 Describe the anatomy, physiology, pathophysiology and demonstrate the assessment & management of :
  - 46.02.01 Angina pectoris
  - 46.02.02 Thromboembolism
  - 46.02.03 Myocardial infarction

- 46.02.04 Hypertensive emergencies
  - 46.02.05 Aortic aneurysm/dissection
  - 46.02.06 Heart Failure
  - 46.03 Demonstrate the ability to assess and treat a patient with signs and symptoms of cardiac issues, including airway, medication administration, position of comfort and life span considerations.
  - 46.04 List the indications & contraindications for automated external defibrillation (AED).
  - 46.05 Explain the impact of age and weight on defibrillation.
  - 46.06 Discuss the position of comfort for patients with various cardiac emergencies.
  - 46.07 Explain the rationale for early defibrillation.
  - 46.08 Explain that not all chest pain patients result in cardiac arrest and do not need to be attached to an automated external defibrillator.
  - 46.09 Discuss the various types of automated external defibrillators.
  - 46.10 Differentiate between the fully automated and the semi-automated defibrillator.
  - 46.11 Understand the importance of maintenance and operators check list for AED's.
  - 46.12 Demonstrate the ability to use an AED according to the latest American Heart Association (AHA) guidelines.
  - 46.13 Explain the role medical direction plays in the use of automated external defibrillation.
- 47.0 Apply knowledge of toxicology to provide care for a patient with a poisoning or overdose emergency. – The students will be able to:
- 47.01 Define toxicology, poisoning & overdose.
  - 47.02 List various ways that poisons enter the body.
  - 47.03 List signs/symptoms associated with poisoning.
  - 47.04 Discuss & demonstrate the emergency medical care for the infant, child, adult and geriatric patient with poisoning or overdose.
  - 47.05 State the generic and trade names, indications, contraindications, medication form, dose, administration, actions, side effects and re-assessment strategies for activated charcoal.
  - 47.06 Perform the necessary steps required to provide a patient with activated charcoal.
- 48.0 Apply knowledge to provide care for a patient with a respiratory emergency. – The students will be able to:
- 48.01 List the structure, function and pathophysiology of the respiratory system.
  - 48.02 List signs of adequate air exchange.
  - 48.03 State the signs and symptoms of a patient with respiratory distress.
  - 48.04 Describe & demonstrate the assessment & medical care of the infant, child, adult and geriatric patient with a respiratory emergency.

- 48.05 State the generic name, medication forms, dose, administration, action, indications and contraindications for the metered-dose inhaler.
  - 48.06 Demonstrate the steps in facilitating the use of an inhaler.
  - 48.07 Differentiate between upper airway obstruction and lower airway disease in the pediatric and geriatric patient.
- 49.0 Apply knowledge of Hematology to provide care for patients with a clotting disorder or are experiencing a sickle cell disease crisis. – The students will be able to:
- 49.01 List the composition, physiology & pathophysiology of blood.
  - 49.02 State the signs and symptoms of a patient with a Sickle Cell crisis or a clotting disorder.
  - 49.03 Describe & demonstrate the emergency medical care of the patient with Sickle cell distress or clotting disorder.
- 50.0 Apply knowledge to provide care for a patient with a genitourinary/renal emergency. – The students will be able to:
- 50.01 List the anatomy, physiology & pathophysiology of the renal system.
  - 50.02 Understand the principles of kidney dialysis.
  - 50.03 State the signs and symptoms of a patient with a dialysis emergency.
  - 50.04 Describe & demonstrate the emergency medical care of the patient with a dialysis emergency.
- 51.0 Apply knowledge to provide care for a patient with a gynecologic emergency. – The students will be able to:
- 51.01 Describe the basic anatomy, physiology and pathophysiology of the female reproductive system.
  - 51.02 Distinguish between the emergency medical care of the infant, child, adult and geriatric patient experiencing a female reproductive system emergency.
  - 51.03 Explain the general management of a gynecologic emergency in relation to patient privacy and communication.
  - 51.04 Discuss the special consideration and precautions an EMT must observe when arriving at the scene of a suspected case of sexual assault or rape.
- 52.0 Apply knowledge to provide care for a patient with a Non-Traumatic Musculoskeletal emergency. – The students will be able to:
- 52.01 Describe the basic anatomy, physiology and pathophysiology of the skeletal system (i.e. cancer or osteoporosis).
  - 52.02 Describe & demonstrate the emergency medical care of the patient with a non-traumatic musculoskeletal emergency.

- 53.0 Describe an overview of the identification, categorization, pathophysiology and assessment of a trauma patient. – The students will be able to:
- 53.01 Discuss and define pathophysiology of the trauma patient
  - 53.02 Discuss and demonstrate assessment and management of the trauma patient.
  - 53.03 Discuss and describe significant & non-significant Mechanism of Injury (MOI) & provide examples of each.
  - 53.04 Discuss and describe State of Florida's trauma scorecard methodologies as required in FS 401.2701 & 64J-2.004 & 2.005.
  - 53.05 Discuss the National Trauma Triage Protocol of injured Patients (<http://cdc.gov/fieldtriage/> )
- 54.0 Demonstrate an understanding and the skills required for the management of a patient with traumatic bleeding. – The students will be able to:
- 54.01 Review the anatomy & physiology of the circulatory system
  - 54.02 Differentiate between:
    - 54.02.01 Internal and external bleeding.
    - 54.02.02 Arterial, venous and capillary bleeding.
  - 54.03 Explain and demonstrate emergency medical care of the patient with external & internal bleeding.
  - 54.04 List signs and symptoms of shock (hypo-perfusion).
- 55.0 Demonstrate an understanding and the skills required for the management of a patient with a chest trauma. – The students will be able to:
- 55.01 Discuss MOI for chest injury (blunt & penetrating, energy & injury).
  - 55.02 List the anatomy, physiology & pathophysiology of the thoracic/chest cavity & respiratory system.
  - 55.03 Differentiate between a pneumothorax (open, simple & tension) & hemothorax.
  - 55.04 Describe and demonstrate the assessment & management of a patient with a suspected chest (open and closed) injury.
- 56.0 Demonstrate an understanding and the skills required for the management of a patient with an abdominal/genitourinary trauma. – The students will be able to:
- 56.01 Discuss MOI for abdominal injury (blunt & penetrating, energy & injury).
  - 56.02 List the anatomy, physiology & pathophysiology of the abdominal cavity & genitourinary (both male & female) system.
  - 56.03 Describe the abdominal quadrants
  - 56.04 Describe the differences between hollow & solid organs.
  - 56.05 Describe and demonstrate the assessment & management of a patient with a suspected abdominal (penetrating or blunt) or genitourinary injury.

- 56.06 Explain special consideration related to a patient who has experienced an injury by sexual assault/abuse.
- 57.0 Demonstrate an understanding and the skills required for the management of a patient with an orthopedic trauma. – The students will be able to:
- 57.01 Discuss MOI for orthopedic injury (blunt & penetrating, energy & injury).
  - 57.02 Review the anatomy, physiology & pathophysiology of the musculoskeletal system.
  - 57.03 Describe the different types of musculoskeletal injuries including fractures, amputations, sprains, & strains.
  - 57.04 Differentiate between an open and a closed painful, swollen, deformed extremity.
  - 57.05 Describe and demonstrate the assessment & management of a patient with a suspected orthopedic injury.
- 58.0 Demonstrate an understanding and the skills required for the management of a patient with a soft tissue trauma. – The students will be able to:
- 58.01 Discuss & list the anatomy and physiology, to include the layers, of the skin.
  - 58.02 Discuss and list the types of open & closed soft tissue injury.
  - 58.03 Define and list characteristics of superficial, partial-thickness and full-thickness burns.
  - 58.04 Explain how the seriousness of a burn is related to its depth and extent (percent of body surface area (BSA) involved or rule of 9s) for adult & pediatric patient.
  - 58.05 Describe and demonstrate the assessment & management of a patient with a soft tissue injury.
- 59.0 Demonstrate an understanding and the skills required for the management of a patient with a head, facial, or neck (non-spinal) trauma. – The students will be able to:
- 59.01 List the anatomy, physiology & pathophysiology of the head, face, & neck.
  - 59.02 Discuss MOI for head, face, & neck (non-spinal) (blunt & penetrating, energy & injury).
  - 59.03 Describe and demonstrate the assessment & management of a patient with an injury to the head, face & neck (non-spinal).
- 60.0 Demonstrate an understanding and the skills required for the management of a patient with a nervous system trauma. – The students will be able to:
- 60.01 Review the anatomy, physiology & pathophysiology of the nervous system.
  - 60.02 Explain functions of the somatic & autonomic nervous system
  - 60.03 Discuss MOI for head (brain) & spinal (blunt & penetrating, energy & injury).
  - 60.04 Discuss the different types of brain injuries and their corresponding signs and symptoms, including increased intracranial pressure (ICP), concussion, contusion & injuries caused my medical conditions.



- 60.05 Describe and demonstrate the assessment & management of a patient with a head (brain) and spinal injury.
- 61.0 Demonstrate an understanding of the special considerations for the management of a patient experiencing a trauma during pregnancy. – The students will be able to:
- 61.01 Discuss Anatomy, physiology & pathophysiology of the pregnant trauma patient.
  - 61.02 Discuss MOI and fetal considerations for the pregnant trauma patient.
  - 61.03 Discuss & demonstrate unique injuries and conditions along with assessment & management for the pregnant patient involved in trauma.
- 62.0 Demonstrate an understanding of the special considerations for the management of the pediatric patient experiencing a trauma. – The students will be able to:
- 62.01 Discuss Anatomy, physiology & pathophysiology of the pediatric trauma patient.
  - 62.02 Discuss & demonstrate unique assessment & management considerations for the pediatric trauma patient.
- 63.0 Demonstrate an understanding of the special considerations for the management of the geriatric patient experiencing a trauma. – The students will be able to:
- 63.01 Discuss Anatomy, physiology & pathophysiology of the elderly trauma patient.
  - 63.02 Discuss & demonstrate unique assessment & management considerations for the elderly trauma patient.
- 64.0 Demonstrate an understanding of the special considerations for the management of the cognitively impaired patient experiencing a trauma. – The students will be able to:
- 64.01 Discuss anatomy, physiology & pathophysiology of the cognitively impaired trauma patient.
  - 64.02 Discuss & demonstrate unique assessment & management considerations for the cognitively impaired trauma patient.
- 65.0 Discuss and demonstrate how to assess and manage environmental trauma emergencies. – The students will be able to:
- 65.01 Define drowning and discuss its incidence, risk factors & prevention.
  - 65.02 List pathophysiologies of water related incidents
  - 65.03 Describe submersion in salt and fresh water
  - 65.04 Discuss & demonstrate assessment & management considerations for a patient of a submersion incident.
  - 65.05 Describe the different types of diving emergencies and how they may occur.
  - 65.06 List pathophysiologies of dysbarism incidents to include high altitudes and diving incidents.

- 65.07 Discuss & demonstrate assessment & management considerations for a patient of a dysbarism incident.
  - 65.08 Discuss & demonstrate assessment & management considerations for a patient of a lightning incident
  - 65.09 Explain the five ways a body can lose heat
  - 65.10 List pathophysiologies of temperature related incidents to include both cold and heat related illness.
  - 65.11 Discuss & demonstrate assessment & management considerations for a patient of a temperature related illness
  - 65.12 Identify the species of insects, spiders & snakes in the US that may cause life threatening injuries.
  - 65.13 Discuss & demonstrate assessment & management considerations for a patient of a bite or envenomation incident.
- 66.0 Define and articulate the kinematics of trauma. – The students will be able to:
- 66.01 Explain the relationship between mechanism of injury and potential energy, kinetic energy and work.
  - 66.02 Define term blunt & penetrating trauma and provide examples of the mechanism of injury (MOI) that would cause each to occur and include:
    - 66.02.01 Affects of high, medium & low velocity penetrating trauma
    - 66.02.02 Primary, secondary, tertiary and miscellaneous blast injuries
    - 66.02.03 Factors to consider of a patient injured in a fall
    - 66.02.04 Consider age (pediatric & geriatrics)
- 67.0 Describe the components and procedures of a multi-system trauma. – The students will be able to:
- 67.01 Describe and provide a general overview of multisystem trauma patient management.
  - 67.02 Discuss the golden principle of out-of-hospital trauma care
  - 67.03 Discuss & demonstrate assessment & management considerations for a patient of multi system injuries.
- 68.0 Apply knowledge of growth development, aging and assessment to the obstetric and neonatal populations. – The students will be able to:
- 68.01 Review the anatomy, physiology & pathophysiology of the female reproductive system.
  - 68.02 Explain the normal changes that occur during pregnancy.
  - 68.03 Differentiate between the stages of labor and delivery.
  - 68.04 Discuss & demonstrate assessment & management considerations of a pregnancy

- 68.05 Discuss assessment & management considerations of complications of pregnancy.
- 68.06 Discuss & demonstrate assessment & management considerations of a neonate.
- 69.0 Apply knowledge of growth development, aging and assessment to the pediatric population. – The students will be able to:
  - 69.01 List the anatomy, physiology & pathophysiology of the pediatric patient.
  - 69.02 Describe the differences in anatomy when compared to the adult patient to
  - 69.03 Discuss & demonstrate assessment & management considerations of a pediatric emergency.
  - 69.04 The most common causes of the following conditions in the pediatric patient.
    - 69.04.01 Shock
    - 69.04.02 Altered mental status and seizures
    - 69.04.03 Gastrointestinal emergencies
    - 69.04.04 Poisonings
    - 69.04.05 Drowning
    - 69.04.06 Trauma
  - 69.05 Discuss & demonstrate assessment & management considerations for Sudden Infant Death Syndrome (SIDS).
- 70.0 Apply knowledge of growth development, aging and assessment to the geriatric population. – The students will be able to:
  - 70.01 Define and discuss the term “geriatrics.”
  - 70.02 List the anatomy, physiology & pathophysiology of the Geriatric patient.
  - 70.03 Discuss & demonstrate assessment & management considerations of a geriatric emergency.
- 71.0 Apply knowledge of growth development, aging and assessment to patients with special challenges. – The students will be able to:
  - 71.01 Define and discuss child and elder abuse and neglect and possible indicators of each.
  - 71.02 Discuss assessment & management considerations of a patient with special needs to include child and elder abuse and neglect, homelessness/poverty, etc.
- 72.0 Discuss and demonstrate the principles of safely operating a ground ambulance. – The students will be able to:
  - 72.01 Discuss the importance of performing regular vehicle & equipment inspection.
  - 72.02 Describe the general provisions of Florida laws relating to the operation of the ambulance and privileges.

- 72.03 Discuss "Due Regard for Safety of All Others" while operating an emergency vehicle.
- 72.04 Provide examples of some high risk situations and hazards that may affect the safety of the ambulance and its passengers during both pre-transport & transport.
  
- 73.0 Discuss an overview of EMS operations during a multiples casualty incident. – The students will be able to:
  - 73.01 Describe the specific condition that would define a mass-casualty incident (MCI) and give examples.
  - 73.02 Describe primary and secondary triage, how the four triage categories are assigned and how destination decisions are made.
  - 73.03 Describe how the techniques of triage are performed.
  - 73.04 Demonstrate how to perform a triage based scenario that involves an MCI.
  
- 74.0 Demonstrate knowledge and procedures involved in safely operating in and around an air medical operations landing zone. – The students will be able to:
  - 74.01 Discuss safe air medical operations
  - 74.02 Describe key scene safety considerations when preparing for a helicopter medivac, including establishing a landing zone and approaching the aircraft.
  - 74.03 Discuss the criteria for utilizing an air medial response
  
- 75.0 Discuss correct procedures of extrication to ensure EMS personnel and patient safety during extrication operations. – The students will be able to:
  - 75.01 Describe the role of the EMT in patient rescue & vehicle extrication
  - 75.02 Describe personal and patient safety during vehicle extrication.
  - 75.03 Discuss the factors related to ensuring situational safety at the site of a vehicle extrication
  - 75.04 Explain the difference between simple access and complex access in vehicle extrication
  - 75.05 Discuss patient care consideration related to assisting with rapid extrication, providing emergency care to the trapped patient and removing and transferring a patient.
  
- 76.0 Discuss the risks and responsibilities of operating during a terrorism event or during a natural or man-made disaster. – The students will be able to:
  - 76.01 Describe the role of the EMT on the scene of a natural or man-made disaster
  - 76.02 Define the term international terrorism & domestic terrorism and provide examples of incidents of each.
  - 76.03 Describe personal & patient safety during a natural or man-made disaster.

76.04 Describe the factors related to ensuring situational safety at the site of a disaster and the procedures required.

2013 – 2014

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Paramedic  
**Program Type:** Career Preparatory  
**Career Cluster:** Health Science

PSAV	
Program Number	W170206 <u>(For use by district grandfathered in programs only)</u>
CIP Number	0351090406
Grade Level	30,31
Standard Length	1100 clock hours
Teacher Certification	PRAC NURSE @7 G *(Registered Nurse) EMR MED TE @7 G PARAMEDIC @7 G
CTSO	HOSA
SOC Codes (all applicable)	31-9099 Healthcare Support Workers, All Other 29-2041 Emergency Medical Technicians and Paramedics
Facility Code	[252] <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### **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.

This is an instructional program that prepares students for employment as paramedics SOC 29-2041 (Emergency Medical Technicians & Paramedics) to function at the basic pre-hospital emergency medical technician - paramedic level and treat various medical/trauma conditions, using appropriate equipment and materials. The program prepares students for certification as paramedics in accordance with Chapter 64E-2 of the Florida Administrative Code.

The program must be approved by the Department of Health, Office of Emergency Medical Services, and the curriculum must adhere to the US Department of Transportation (DOT) National EMS Educational Standards for Paramedic. This is the second level for a career in emergency medical services. Completion of this program should prepare the student for the certification examination approved for the state of Florida.

The content includes but is not limited to: patient assessment, advanced airway management, cardiovascular emergencies, external and internal bleeding and shock, traumatic injuries, fractures, dislocations, sprains, poisoning, heart attack, stroke, diabetes, pharmacology, medication administration, respiratory emergencies, endocrine emergencies, acute abdomen, communicable diseases, patients with abnormal behavior, substance abuse, the unconscious state, emergency childbirth, pediatric and geriatric emergencies, burns, environmental hazards, communications, documentation, extrication, mass casualty incident, incident command system, and transportation of patient.

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HSC0003	Basic Healthcare Worker	90 hours	31-9099
B	EMS0219	Paramedic 1	336 hours	29-2041
	EMS0220	Paramedic 2	336 hours	
	EMS0221	Paramedic 3	338 hours	

### Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies must be provided to enhance hands-on experiences for students. A detailed list of all supplies and equipment required for this program can be found in 64J-1.201 F.A.C.

## **Special Notes**

This program meets the Department of Health HIV/AIDS, trauma score card methodologies and SIDS training education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met. Programs may also teach domestic violence and prevention of medical errors education and may choose to provide a certificate to the student verifying that this education has been completed.

A Paramedic program must be taught by faculty meeting the qualifications as set forth in 64J-1.020 F. A. C.

Field internship shall include a competency-based program to assure appropriate pre-hospital assessment and management of medical and trauma patients, as well as associated manual skills. The field internship activity shall include supervised experience in the field setting with a certified ALS transport EMS agency or ALS fire department. Refer to 64J-1/20 for additional requirements of the field internship inside of the paramedic program.

Pursuant F.S.401.2701 to Paramedic programs must be available only to Florida-certified emergency medical technicians or an emergency medical technician applicant who will obtain Florida certification prior to completion of phase one of the paramedic program and EMT certification must be maintained through the program.

It is strongly recommended this program be accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs). Beginning January 1, 2013, National Registry for Emergency Medical Technicians (NREMT) will require students applying for Paramedic National certification to be from a CAAHEP/CoAEMSP accredited program.

The standard length of this program is 1100 clock hours or. This includes the Health Science Core (90 clock hours). The Student Performance Standards for Paramedic were adapted and condensed from the most current U S Department of Transportation, National EMS Educational Standards for the Paramedic. Administrators and instructors should refer to these materials for additional detail.

Outcomes 01-16 are referred to as the Health Science Core and do not have to be completed if the student has previously completed the Core in another health occupations program at any level. The Core should be taken first or concurrently with the first course in the program. Following the completion of the core, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

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

Health Occupations Students of America, Inc. (HOSA) is the appropriate 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

## **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.

### **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

This program W170206 has a statewide articulation agreement approved by the Articulation Coordinating Committee:

Emergency Medical Services AS (1351090402) – 42 credit hours

Students who have completed a Paramedic program at one of the grandfathered technical centers can enroll in a community college Emergency Medical Services-Associates Degree or PSV-C program within five years of their completion date. Students seeking credit after five years must show proof of current EMT or Paramedic licensure. Students entering the community college will receive the same credit as native PSV-C completers in these programs. Such students, however, must first meet the college's entry, residency, and academic requirements.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Standards**

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

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 03.0 Describe the importance of professional ethics and legal responsibilities
- 04.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 06.0 Recognize and respond to emergency situations.
- 07.0 Recognize and practice infection control procedures.
- 08.0 Use information technology tools.

- 09.0 Explain the importance of employability skill and entrepreneurship skills.
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS
- 11.0 Demonstrate mathematics and science knowledge and skills.
- 12.0 Demonstrate language arts knowledge and skills.
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 14.0 Solve problems using critical thinking skills, creativity and innovation.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 17.0 Demonstrate knowledge of the Paramedic's roles and responsibilities.
- 18.0 Describe wellness in EMS.
- 19.0 Describe primary injury prevention.
- 20.0 Describe medical/legal considerations.
- 21.0 Describe emergency medical services ethics.
- 22.0 Apply the general concepts of pathophysiology.
- 23.0 Demonstrate the knowledge of pharmacology and administer medications.
- 24.0 Demonstrate the knowledge of the venous circulation and safely administer medications.
- 25.0 Demonstrate effective therapeutic communications.
- 26.0 Demonstrate the knowledge of human development and assessment communication strategies.
- 27.0 Establish and/or maintain a patent airway and ventilation.
- 28.0 Demonstrate general patient assessment and initial management.
- 29.0 Demonstrate the technique of a physical exam to perform a patient assessment.
- 30.0 Demonstrate the ability to apply a process of clinical decision making.
- 31.0 Describe and demonstrate EMS communication systems.
- 32.0 Demonstrate proper patient documentation.
- 33.0 Integrate the principles of kinematics to enhance the patient assessment.
- 34.0 Implement the proper treatment plan for a patient with shock or hemorrhage.
- 35.0 Implement the proper treatment plan for a patient with soft tissue trauma.
- 36.0 Implement the proper treatment plan for a patient with burn injuries.
- 37.0 Implement the proper treatment plan for a trauma patient with a head injury.
- 38.0 Implement the proper treatment plan for a patient with suspected spinal injury.
- 39.0 Implement the proper treatment plan for a patient with suspected thoracic injury.
- 40.0 Implement the proper treatment plan for a patient with suspected abdominal trauma.
- 41.0 Implement the proper treatment plan for a patient with suspected musculoskeletal injury.
- 42.0 Implement the proper treatment plan for a patient with suspected respiratory problems.
- 43.0 Implement the proper treatment plan for a patient with suspected cardiovascular disease.
- 44.0 Implement the proper treatment plan for a patient with a suspected neurologic problem.
- 45.0 Implement the proper treatment plan for a patient with suspected endocrine problem.
- 46.0 Implement the proper treatment plan for a patient with a suspected allergic or anaphylactic reaction.
- 47.0 Implement the proper treatment plan for a patient with a suspected gastroenterologic problem.
- 48.0 Implement the proper treatment plan for a patient with a suspected renal or urologic problem.
- 49.0 Implement the proper treatment plan for a patient with suspected toxic exposure.
- 50.0 Implement the proper treatment plan for a hematopoietic patient.
- 51.0 Implement the proper treatment plan for a patient with suspected environmental problems.

- 52.0 Implement the proper treatment plan for a patient with suspected infectious or communicable disease.
- 53.0 Implement the proper treatment plan for a patient with a suspected behavioral emergency.
- 54.0 Implement the proper treatment plan for a patient with a suspected gynecological emergency.
- 55.0 Implement the proper treatment plan for a patient with a suspected obstetrical emergency.
- 56.0 Implement the proper treatment plan for a neonatal emergency.
- 57.0 Implement the proper treatment plan for a pediatric patient.
- 58.0 Implement the proper treatment plan for a geriatric patient.
- 59.0 Implement the proper treatment plan for a patient who has sustained abuse or assault.
- 60.0 Implement the proper treatment plan for a variety of diverse patients with a suspected emergency.
- 61.0 Implement the proper treatment plan for the chronic care patient.
- 62.0 Implement the proper treatment plan for patients with common complaints.
- 63.0 Demonstrate the proper procedures to ensure safe and effective ground and air transportation.
- 64.0 Integrate the principles of general incident management and multiple casualty incident management.
- 65.0 Integrate the principles of rescue awareness management.
- 66.0 Integrate the principles of human hazard awareness.
- 67.0 Integrate the principles of general incident management of hazardous materials emergencies.

2013 – 2014

**Florida Department of Education  
Student Performance Standards**

**Program Title: Paramedic**  
**PSAV Number: W170206**

**Course Number: HSC0003**  
**Occupational Completion Point: A**  
**Basic Healthcare Worker– 90 Hours – SOC Code 31-9099**

Health Careers Core: The Health Science Core is a core of basic knowledge necessary for any health occupations career. Students who have previously completed the Health Careers Science in any other health occupations program do not have to repeat intended outcomes 01-16.

- 01.0 Demonstrate knowledge of the health care delivery system and health occupations. – The student will be able to:
- 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit.
  - 01.02 Identify common methods of payment for healthcare services.
  - 01.03 Describe the various types of health care providers and the range of services available including resources to victims of domestic violence.
  - 01.04 Describe the composition and functions of a health care team
  - 01.05 Identify the general roles and responsibilities of the individual members of the health care team.
  - 01.06 Identify the roles and responsibilities of the consumer within the healthcare system.
  - 01.07 Explain the cause and effects of factors that influence the current delivery system of healthcare.
  - 01.08 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.
- 02.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 02.01 Apply basic speaking and active listening skills including reflection, restatement, and clarification techniques.
  - 02.02 Develop basic observational skills and related documentation strategies in written and oral form.
  - 02.03 Identify characteristics of successful and unsuccessful communication including communication styles and barriers.
  - 02.04 Compose written communication using correct spelling, grammar, a formatting and confidentiality and specific formats of letter writing.
  - 02.05 Use appropriate medical terminology and abbreviations.
  - 02.06 Recognize the importance of courtesy and respect for patients and other health care workers and maintain good interpersonal relationships.
  - 02.07 Recognize the importance of patient/client education regarding health care.
  - 02.08 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups.

- 02.09 Analyze elements of communication using a sender-receiver model.
- 02.10 Distinguish between and report subjective and objective information.
- 02.11 Report relevant information in order of occurrence.
- 02.12 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 02.13 Locate, organize and reference written information from various sources. CM 3.0
- 02.14 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 02.15 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 02.16 Apply active listening skills to obtain and clarify information. CM 7.0
- 02.17 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 02.18 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 03.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 03.01 Discuss the legal framework of the healthcare occupations including scope of practice legislation
- 03.02 Explain practices that could result in malpractice, liability, negligence, abandonment, false imprisonment and fraud.
- 03.03 Demonstrate procedures for accurate documentation and record keeping.
- 03.04 Interpret healthcare facility policy and procedures.
- 03.05 Explain the patients' "Bill of Rights."
- 03.06 Identify and implement standards of the Health Insurance Portability and Accountability Act (HIPAA).
- 03.07 Describe advance directives.
- 03.08 Distinguish between express, implied and informed consent.
- 03.09 Explain the laws governing harassment, labor and employment.
- 03.10 Differentiate between legal and ethical issues in healthcare.
- 03.11 Describe a Code of Ethics consistent with the health care occupation.
- 03.12 Identify and compare personal, professional and organizational ethics.
- 03.13 Recognize the limits of authority and responsibility of health care workers including legislated scope of practice.
- 03.14 Recognize and report illegal and/or unethical practices of health care workers.
- 03.15 Recognize and report abuse including domestic violence and neglect.
- 03.16 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
- 03.17 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
- 03.18 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
- 03.19 Interpret and explain written organizational policies and procedures. ELR 2.0
- 03.20 Distinguish among the five schedules of controlled substances.
- 04.0 Demonstrate an understanding of and apply wellness and disease concept. – The student will be able to:
- 04.01 Describe and apply strategies for prevention of diseases including health screenings and examinations.
- 04.02 Identify personal health practices and environmental factors which affect optimal function of each of the major body systems.

- 04.03 Identify psychological reactions to illness including defense mechanisms.
  - 04.04 Identify complementary and alternative health practices including biomedical therapies
  - 04.05 Discuss the adverse effects of the use of alcohol, tobacco, and both legal and illegal drugs on the human body and apply safety practices related to these and other high risk behaviors.
  - 04.06 Explain basic concepts of positive self image, wellness and stress.
  - 04.07 Develop a wellness and stress control plan that can be used in personal and professional life.
  - 04.08 Explore and utilize the U.S. Department of Agriculture’s MyPlate food guide ([www.choosemyplate.gov](http://www.choosemyplate.gov)).
  - 04.09 Recognize the steps in the grief process.
- 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
  - 05.02 Demonstrate the safe use of medical equipment.
  - 05.03 Explain and apply the theory of root- cause analysis
  - 05.04 Identify and describe methods in medical error reduction and prevention in the various healthcare settings.
  - 05.05 Identify and practice security procedures for medical supplies and equipment.
  - 05.06 Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions).
  - 05.07 Recognize Materials Data Safety Sheets (MSDS) and comply with safety signs, symbols and labels.
  - 05.08 Demonstrate proper body mechanics and ergonomics.
  - 05.09 Demonstrate the procedure for properly identifying patients.
  - 05.10 Demonstrate procedures for the safe transport and transfer of patients.
  - 05.11 Describe fire safety, disaster and evacuation procedures.
  - 05.12 Create a disaster and/or emergency response plan. SHE 2.3
  - 05.13 Discuss The Joint Commission patient safety goals. ([www.jointcommission.org](http://www.jointcommission.org))
  - 05.14 Explain emergency procedures to follow in response to workplace accidents. SHE 2.0
- 06.0 Recognize and respond to emergency situations. – The student will be able to:
- 06.01 Monitor and record vital signs.
  - 06.02 Describe legal parameters relating to the administration of emergency care.
  - 06.03 Obtain and maintain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.
  - 06.04 Recognize adverse drug related emergencies and take appropriate first aid action.
- 07.0 Recognize and practice infection control procedures. – The student will be able to:
- 07.01 Define principles of infection control including standard and transmission based precautions.

- 07.02 Demonstrate knowledge of medical asepsis and practice procedures such as handwashing and isolation.
- 07.03 Demonstrate knowledge of surgical asepsis.
- 07.04 Describe how to dispose correctly of biohazardous materials, according to appropriate government guidelines such as OSHA.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Describe technology applications in healthcare.
- 08.02 Define terms and demonstrate basic computer skills.
- 08.03 Interpret information from electronic medical documents.
- 08.04 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
- 08.05 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
- 08.06 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 08.07 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 09.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:
- 09.01 Identify personal traits or attitudes desirable in a member of the healthcare team.
- 09.02 Exemplify basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. telephone etiquette, courtesy and self-introductions).
- 09.03 Identify documents that may be required when applying for a job. Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
- 09.04 Write an appropriate resume.
- 09.05 Conduct a job search and complete a job application form correctly.
- 09.06 Demonstrate competence in job interview techniques.
- 09.07 Examine levels of education, credentialing requirements including licensure and certification, employment opportunities, workplace environments and career growth potential.
- 09.08 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
- 09.09 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services or biotechnology research and development).
- 09.10 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
- 09.11 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
- 09.12 Evaluate and compare employment opportunities that match career goals. ECD 6.0
- 09.13 Identify and exhibit traits for retaining employment. ECD 7.0
- 09.14 Identify opportunities and research requirements for career advancement. ECD 8.0
- 09.15 Research the benefits of ongoing professional development. ECD 9.0
- 09.16 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 10.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS. – The student will be able to:



- 10.01 Recognize emerging diseases and disorders.
- 10.02 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B.
- 10.03 Identify "at risk" behaviors that promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
- 10.04 Identify community resources and services available to the individuals with diseases caused by blood borne pathogens.
- 10.05 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
- 10.06 Demonstrate knowledge of the legal aspects of AIDS, including testing.
- 11.0 Demonstrate mathematics and science knowledge and skills. – The student will be able to:
- 11.01 Construct charts/tables/graphs to interpret health care practices using functions and data. AF 3.5
- 11.02 Measure time, temperature, distance, capacity, and mass/weight.
- 11.03 Make, use and convert using both traditional and metric units.
- 11.04 Make estimates and approximations and judge the reasonableness of the result.
- 11.05 Convert from regular time to the 24-hour clock.
- 11.06 Demonstrate ability to evaluate and draw conclusions.
- 11.07 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF 4.3
- 11.08 Demonstrate knowledge of arithmetic operations. AF 3.2
- 11.09 Analyze and apply data and measurements to solve problems and interpret documents. AF 3.4
- 11.10 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF 4.1
- 12.0 Demonstrate language arts knowledge and skills. –The students will be able to:
- 12.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.4
- 12.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF 2.5
- 12.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 13.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:
- 13.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 13.02 Describe the effect of money management on personal and career goals. FL 3.0
- 13.03 Develop a personal budget and financial goals. FL 3.1
- 13.04 Complete financial instruments for making deposits and withdrawals. FL 3.2
- 13.05 Maintain financial records. FL 3.3
- 13.06 Read and reconcile financial statements. FL 3.4
- 13.07 Research, compare and contrast investment opportunities. FL 4.0

- 14.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
- 14.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
  - 14.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
  - 14.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
  - 14.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
- 15.01 Describe the nature and types of business organizations. SY 1.0
  - 15.02 Explain the effect of key organizational systems on performance and quality. SY 1.0
  - 15.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
  - 15.04 Explain the impact of the global economy on business organizations. SY 2.0
- 16.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
- 16.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
  - 16.02 Establish and maintain effective working relationships with others, in order to accomplish objectives and tasks. LT 3.0
  - 16.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
  - 16.04 Employ mentoring skills to inspire and teach others. LT 5.0
  - 16.05 Analyze attributes and attitudes of an effective leader.
  - 16.06 Recognize factors and situations that may lead to conflict. .
  - 16.07 Demonstrate effective techniques for managing team conflict.

**Course Number: EMS0219**  
**Occupational Completion Point: B**  
**Paramedic 1 – 336 Hours – SOC Code 31-9099**

- 17.0 Demonstrate knowledge of the paramedic's roles and responsibilities. – At the completion of this unit, the paramedic student will understand his or her roles and responsibilities within an EMS system, and how these roles and responsibilities differ from other levels of providers.--The student will be able to:
- 17.01 Define terms, including but not limited to: EMS systems, licensure, registration, profession, professionalism, health care professional, ethics, peer review, medical direction and protocols.
  - 17.02 Describe the attributes of a paramedic as a health care professional.
  - 17.03 Explain paramedic licensure/ certification, recertification, and reciprocity requirements in his or her state.
  - 17.04 Evaluate the importance of maintaining one's paramedic license/ certification.
  - 17.05 Describe the benefits of paramedic continuing education.
  - 17.06 Discuss the role of national associations and of a national registry agency.
  - 17.07 Discuss Chapter 401, Florida Statutes, and Chapter 64-E, Florida Administrative Code

- 17.08 Discuss the roles of various EMS standard setting agencies.
  - 17.09 Identify the standards (components) of an EMS System as defined by the National Highway Traffic Safety Administration.
  - 17.10 Describe examples of professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service.
  - 17.11 Describe the importance of quality EMS research to the future of EMS.
  - 17.12 List the primary and additional responsibilities of paramedics.
  - 17.13 Describe the role of the EMS physician in providing medical direction.
  - 17.14 Describe the benefits of medical direction, both on-line and off-line.
  - 17.15 Provide examples of local protocols.
  - 17.16 Discuss prehospital and out-of-hospital care as an extension of the physician.
  - 17.17 Describe the relationship between a physician on the scene, the paramedic on the scene, and the EMS physician providing on-line medical direction.
  - 17.18 Define the role of the paramedic relative to the safety of the crew, the patient, and bystanders.
  - 17.19 Assess personal practices relative to the responsibility for personal safety, the safety of the crew, the patient, and bystanders.
  - 17.20 Advocate the need for injury prevention, including abusive situations.
  - 17.21 Exhibit professional behaviors in the following areas: integrity, empathy, self-motivation, appearance and personal hygiene, self-confidence, communications, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service.
- 18.0 Describe wellness in EMS. – At the completion of this unit, the paramedic student will understand and value the importance of personal wellness in EMS and serve as a healthy role model for peers. At the completion of this unit, the paramedic student will be able to:
- 18.01 Discuss the concept of wellness and its benefits.
  - 18.02 Discuss how cardiovascular endurance, muscle strength, and flexibility contribute to physical fitness.
  - 18.03 Describe the impact of shift work on circadian rhythms.
  - 18.04 Discuss how periodic risk assessments and knowledge of warning signs contribute to cancer and cardiovascular disease prevention.
  - 18.05 Differentiate proper from improper body mechanics for lifting and moving patients in emergency and non-emergency situations.
  - 18.06 Describe the problems that a paramedic might encounter in a hostile situation and the techniques used to manage the situation.
  - 18.07 Describe the equipment available for self-protection when confronted with a variety of adverse situations.
  - 18.08 Describe the three phases of the stress response.
  - 18.09 List factors that trigger the stress response.
  - 18.10 Differentiate between normal/ healthy and detrimental reactions to anxiety and stress.
  - 18.11 Identify causes of stress in EMS.
  - 18.12 Identify and describe the defense mechanisms and management techniques commonly used to deal with stress.
  - 18.13 Describe the components of critical incident stress management (CISM).
  - 18.14 Describe the needs of the paramedic when dealing with death and dying.

- 18.15 Describe the unique challenges for paramedics in dealing with the needs of children and other special populations related to their understanding or experience of death and dying.
  - 18.16 Discuss the importance of universal precautions and body substance isolation practices.
  - 18.17 Defend the need to treat each patient as an individual, with respect and dignity.
  - 18.18 Promote and practice stress management techniques.
  - 18.19 Defend the need to respect the emotional needs of dying patients and their families.
  - 18.20 Advocate and practice the use of personal safety precautions in all scene situations.
  - 18.21 Implement appropriate Joint Commission patient safety goals.
- 19.0 Describe primary injury prevention. – At the completion of this unit, the paramedic student will be able to integrate the implementation of primary injury prevention activities as an effective way to reduce death, disabilities and health care costs. At the completion of this unit, the paramedic student will be able to:
- 19.01 Describe the incidence, morbidity and mortality of unintentional and alleged unintentional events.
  - 19.02 Identify the human, environmental, and socioeconomic impact of unintentional and alleged unintentional events.
  - 19.03 Identify health hazards and potential crime areas within the community.
  - 19.04 Identify the role of EMS in local municipal and community prevention programs.
  - 19.05 Value the contribution of effective documentation as one justification for funding of prevention programs.
- 20.0 Describe medical/legal considerations. – At the completion of this unit, the paramedic student will understand the legal issues that impact decisions made in the out-of-hospital environment. At the completion of this unit, the paramedic student will be able to:
- 20.01 Differentiate between legal and ethical responsibilities.
  - 20.02 Differentiate between licensure and certification as they apply to the paramedic.
  - 20.03 List the specific problems or conditions encountered while providing care that a paramedic is required to report, and identify in each instance to whom the report is to be made.
  - 20.04 Define terms, including but not limited to, the following: abandonment, battery, breach of duty, consent (expressed, implied, informed, voluntary), DNR orders, duty to act, emancipated minor, false imprisonment, liability, libel, negligence, proximate cause, scope of practice, slander, and tort.
  - 20.05 Differentiate between the scope of practice and the standard of care for paramedic practice.
  - 20.06 Discuss the concept of medical direction, including off-line medical direction and on-line medical direction, and its relationship to the standard of care of a paramedic.
  - 20.07 Describe the four elements that must be present in order to prove negligence.
  - 20.08 Discuss the legal concept of immunity, including Good Samaritan statutes and governmental immunity, as it applies to the paramedic.
  - 20.09 Explain the importance and necessity of patient confidentiality and the standards for maintaining patient confidentiality that apply to the paramedic.
  - 20.10 Differentiate among expressed, informed, implied, and involuntary consent.

- 20.11 Given a scenario, demonstrate appropriate patient management and care techniques in a refusal of care situation.
  - 20.12 Describe what constitutes abandonment.
  - 20.13 Differentiate between assault and battery and describe how to avoid each.
  - 20.14 Describe the actions that the paramedic should take to preserve evidence at a crime or accident scene.
  - 20.15 Describe the importance of providing accurate documentation (oral and written) in substantiating an incident.
  - 20.16 Describe the characteristics of a patient care report required to make it an effective legal document.
- 21.0 Describe emergency medical services ethics. – At the completion of this unit, the paramedic student will understand the role that ethics plays in decision making in the out-of-hospital environment. At the completion of this unit, the paramedic student will be able to:
- 21.01 Distinguish between ethical and moral decisions.
  - 21.02 Identify the premise that should underlie the paramedic's ethical decisions in out-of-hospital care.
  - 21.03 Analyze the relationship between the law and ethics in EMS.
  - 21.04 Describe the criteria necessary to honor an advance directive in your state.
- 22.0 Apply the general concepts of pathophysiology. – At the completion of this unit, the paramedic student will be able to apply the general concepts of pathophysiology for the assessment and management of emergency patients. At the completion of this unit, the paramedic student will be able to:
- 22.01 Describe cellular injury and cellular death.
  - 22.02 Describe the factors that precipitate disease in the human body.
  - 22.03 Discuss analyzing disease risk.
  - 22.04 Describe environmental risk factors.
  - 22.05 Discuss familial diseases and associated risk factors.
  - 22.06 Discuss hypoperfusion.
  - 22.07 Define terms including but not limited to: cardiogenic, hypovolemic, neurogenic, anaphylactic and septic shock.
  - 22.08 Describe multiple organ dysfunction syndrome.
  - 22.09 Describe the inflammation response.
  - 22.10 Describe the systemic manifestations of the inflammation response.
  - 22.11 Describe the resolution and repair from inflammation.
  - 22.12 Discuss hypersensitivity.
  - 22.13 Describe deficiencies in immunity and inflammation.
  - 22.14 Describe homeostasis as a dynamic steady state.
  - 22.15 Describe neuroendocrine regulation.
- 23.0 Demonstrate knowledge of pharmacology and administer medications. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles of pharmacology and the assessment findings to formulate a field impression and implement a pharmacologic management plan. At the completion of this unit, the paramedic student will be able to:

- 23.01 Differentiate among the chemical, generic (nonproprietary), and trade (proprietary) names of a drug.
  - 23.02 List the four main sources of drug products.
  - 23.03 Describe how drugs are classified.
  - 23.04 List legislative acts controlling drug use and abuse in the United States.
  - 23.05 Differentiate among Schedule I, II, III, IV, and V substances.
  - 23.06 Discuss standardization of drugs.
  - 23.07 Discuss investigational drugs, including the Food and Drug Administration (FDA) approval process and the FDA classifications for newly approved drugs.
  - 23.08 Discuss the paramedic's responsibilities and scope of management pertinent to the administration of medications.
  - 23.09 List and describe general properties of drugs.
  - 23.10 List and describe liquid and solid drug forms.
  - 23.11 List and differentiate all methods and routes of medication administration covered in the current National EMS Scope of Practice Model.
  - 23.12 Differentiate between enteral and parenteral routes of drug administration.
  - 23.13 Describe mechanisms of drug action.
  - 23.14 Describe the process called pharmacokinetics, pharmacodynamics, including theories of drug action, drug-response relationship, factors altering drug responses, predictable drug responses, iatrogenic drug responses, and unpredictable adverse drug responses.
  - 23.15 Synthesize patient history information and assessment findings to form a field impression.
- 24.0 Demonstrate knowledge of the venous circulation and safely administer medications. – At the completion of this unit, the paramedic student will be able to safely and precisely access the venous circulation and administer medications. At the completion of this unit, the paramedic student will be able to:
- 24.01 Review the specific anatomy and physiology pertinent to medication administration.
  - 24.02 Review mathematical principles.
  - 24.03 Discuss formulas as a basis for performing drug calculations.
  - 24.04 Describe the indications, equipment needed, technique used, precautions, and general principles of peripheral venous or external jugular cannulation.
  - 24.05 Describe the indications, equipment needed, technique used, precautions, and general principles of intraosseous needle placement and infusion.
  - 24.06 Discuss the "six rights" of drug administration and correlate these with the principles of medication administration.
  - 24.07 Describe the use of universal precautions and body substance isolation (BSI) procedures when administering a medication.
  - 24.08 Describe the equipment needed and general principles of administering oral medications.
  - 24.09 Describe the indications, equipment needed, techniques used, precautions, and general principles of administering medications by the inhalation route.
  - 24.10 Describe the indications, equipment needed, techniques used, precautions, and general principles of administering medications by the gastric tube.
  - 24.11 Describe the indications, equipment needed, techniques used, precautions, and general principles of rectal medication administration.
  - 24.12 Differentiate among the different percutaneous routes of medication administration.

- 24.13 Describe the purpose, equipment needed, techniques used, complications, and general principles for obtaining a blood sample.
  - 24.14 Obtain venous and capillary blood for testing and discuss blood chemistry and normal values as referenced in the National EMS educational guidelines: Paramedic Instructional Guidelines.
  - 24.15 Synthesize a pharmacologic management plan including medication administration.
  - 24.16 Demonstrate cannulation of peripheral or external jugular veins.
  - 24.17 Demonstrate intraosseous needle placement and infusion.
  - 24.18 Demonstrate clean technique during medication administration.
  - 24.19 Demonstrate administration of oral medications.
  - 24.20 Demonstrate administration of medications by the inhalation route.
- 25.0 Demonstrate effective therapeutic communication. – At the completion of this unit, the paramedic student will be able to integrate the principles of therapeutic communication to effectively communicate with any patient while providing care. At the completion of this unit, the paramedic student will be able to:
- 25.01 Identify internal and external factors that affect a patient/ bystander interview conducted by a paramedic.
  - 25.02 Restate the strategies for developing patient rapport.
  - 25.03 Summarize the methods to assess mental status based on interview techniques.
  - 25.04 Discuss the strategies for interviewing a patient who is unmotivated to talk.
  - 25.05 Summarize developmental considerations of various age groups that influence patient interviewing.
  - 25.06 Restate unique interviewing techniques necessary to employ with patients who have special needs.
  - 25.07 Discuss interviewing considerations used by paramedics in cross-cultural communications.
- 26.0 Demonstrate the knowledge of human development with assessment and communication strategies. – The paramedic student will be able to integrate the physiological, psychological, and sociological changes throughout human development with assessment and communication strategies for patients of all ages. At the completion of this unit, the paramedic student will be able to:
- 26.01 Compare the physiological and psychosocial characteristics of an infant with those of an early adult.
  - 26.02 Compare the physiological and psychosocial characteristics of a toddler with those of an early adult.
  - 26.03 Compare the physiological and psychosocial characteristics of a pre-school child with those of an early adult.
  - 26.04 Compare the physiological and psychosocial characteristics of a school-aged child with those of an early adult.
  - 26.05 Compare the physiological and psychosocial characteristics of an adolescent with those of an early adult.
  - 26.06 Compare the physiological and psychosocial characteristics of a middle aged adult with those of an early adult.
- 27.0 Establish and/or maintain a patent airway and ventilation. – At the completion of this unit, the paramedic student will be able to establish and/ or maintain a patent airway,

oxygenate, and ventilate a patient. At the completion of this unit, the paramedic student will be able to:

- 27.01 Explain the primary objective of airway maintenance.
  - 27.02 Explain the differences between adult and pediatric airway anatomy.
  - 27.03 Define gag reflex.
  - 27.04 List the concentration of gases that comprise atmospheric air.
  - 27.05 Describe the measurement of oxygen in the blood.
  - 27.06 Describe the measurement of carbon dioxide in the blood.
  - 27.07 Describe peak expiratory flow.
  - 27.08 List factors that cause decreased oxygen concentrations in the blood.
  - 27.09 List the factors that increase and decrease carbon dioxide production in the body.
  - 27.10 Define pulsus paradoxes.
  - 27.11 Describe the Sellick (cricoid pressure) maneuver.
  - 27.12 Describe the use of an oral and nasal airway.
  - 27.13 Describe indications, contraindications, advantages, disadvantages, complications, and technique for ventilating a patient with an automatic transport ventilator (ATV).
  - 27.14 Describe the indications, contraindications, advantages, disadvantages, complications, liter flow range, and concentration of delivered oxygen for supplemental oxygen delivery devices.
  - 27.15 Define, identify and describe a tracheostomy, stoma, and tracheostomy tube.
  - 27.16 Define, identify, and describe a laryngectomy.
  - 27.17 Describe the special considerations in airway management and ventilation for the pediatric patient.
  - 27.18 Describe the indications, contraindications, advantages, disadvantages, complications and equipment for rapid sequence intubation with neuromuscular blockade.
  - 27.19 Identify neuromuscular blocking drugs and other agents used in rapid sequence intubation.
  - 27.20 Describe the indications, contraindications, advantages, disadvantages, complications and equipment for sedation during intubation.
  - 27.21 Describe the indications, contraindications, advantages, disadvantages and complications for performing an open cricothyrotomy.
  - 27.22 Demonstrate adequate endotracheal, nasotracheal, subglottic, supraglottic, placement of airway devices.
  - 27.23 Describe and demonstrate methods of assessment for confirming correct placement of Any airway device
  - 27.24 Describe the indications, contraindications, advantages, disadvantages, complications, equipment and technique for extubation.
  - 27.25 Describe methods of endotracheal intubation in the pediatric patient.
  - 27.26 Perform pulse oximetry.
  - 27.27 Perform And interpret wave form capnography and colorimetric.
- 28.0 Demonstrate general patient assessment and initial management. - At the completion of this unit, the paramedic student will be able to use the appropriate techniques to obtain a medical history from a patient, and the paramedic student will be able to explain the pathophysiological significance of physical exam findings. At the completion of this unit, the paramedic student will be able to:



- 28.01 Describe the techniques of history taking.
  - 28.02 Demonstrate the importance of empathy when obtaining a health history.
  - 28.03 Describe the techniques of inspection, palpation, percussion, and auscultation.
  - 28.04 Describe the evaluation of mental status.
  - 28.05 Distinguish the importance of abnormal findings of the assessment of the skin.
  - 28.06 Describe the examination of the head and neck.
  - 28.07 Differentiate normal and abnormal assessment findings of the mouth and pharynx.
  - 28.08 Appreciate the limitations of conducting a physical exam in the out-of-hospital environment.
  - 28.09 Demonstrate the examination of skin, hair and nails.
  - 28.10 Demonstrate the examination of the head and neck.
  - 28.11 Demonstrate the examination of the eyes.
  - 28.12 Demonstrate the examination of the ears.
  - 28.13 Demonstrate the examination of the nose.
  - 28.14 Demonstrate the examination of the mouth and pharynx.
  - 28.15 Demonstrate the examination of the neck.
  - 28.16 Demonstrate the examination of the thorax and ventilation.
  - 28.17 Demonstrate the examination of the posterior chest.
  - 28.18 Demonstrate auscultation of the chest.
  - 28.19 Demonstrate percussion of the chest.
  - 28.20 Demonstrate the examination of the arterial pulse including location, rate, rhythm, and amplitude.
  - 28.21 Demonstrate special examination techniques of the cardiovascular examination.
  - 28.22 Demonstrate the examination of the abdomen.
  - 28.23 Demonstrate auscultation of the abdomen.
  - 28.24 Demonstrate the external visual examination of the female genitalia.
  - 28.25 Demonstrate the examination of the male genitalia.
  - 28.26 Demonstrate the examination of the peripheral vascular system.
  - 28.27 Demonstrate the examination of the musculoskeletal system.
  - 28.28 Demonstrate the examination of the nervous system.
- 29.0 Demonstrate techniques of a physical exam to perform a patient assessment. – At the end of this unit, the paramedic student will be able to integrate the principles of history taking and techniques of physical exam to perform a patient assessment. At the completion of this unit, the paramedic student will be able to:
- 29.01 Describe common hazards found at the scene of a trauma and a medical patient.
  - 29.02 Discuss common mechanisms of injury/ nature of illness.
  - 29.03 Explain the reasons for identifying the need for additional help or assistance.
  - 29.04 Summarize the reasons for forming a general impression of the patient.
  - 29.05 Discuss methods of assessing mental status.
  - 29.06 Categorize levels of consciousness in the adult, infant and child.
  - 29.07 Discuss methods of assessing the airway in the adult, child and infant patient.
  - 29.08 State reasons for management of the cervical spine once the patient has been determined to be a trauma patient.
  - 29.09 Describe methods used for assessing if a patient is breathing.
  - 29.10 Distinguish between methods of assessing breathing in the adult, child and infant patient.
  - 29.11 Compare the methods of providing airway care to the adult, child and infant patient.

- 29.12 Differentiate between locating and assessing a pulse in an adult, child and infant patient.
  - 29.13 Discuss the need for assessing the patient for external bleeding.
  - 29.14 Describe normal and abnormal findings when assessing skin color, temperature, and condition.
  - 29.15 Explain the reason for prioritizing a patient for care and transport.
  - 29.16 Describe the evaluation of patient's perfusion status based on findings in the initial assessment.
  - 29.17 State the reasons for performing a rapid trauma assessment.
  - 29.18 Discuss the reason for performing a focused history and physical exam.
  - 29.19 Discuss the components of the detailed physical exam in relation to the techniques of examination.
  - 29.20 Discuss the reasons for repeating the initial assessment as part of the on-going assessment.
  - 29.21 Describe the components of the on-going assessment.
  - 29.22 Discuss medical identification devices/ systems.
  - 29.23 Explain the rationale for crew members to evaluate scene safety prior to entering.
  - 29.24 Explain the value of performing an initial assessment.
  - 29.25 Observe various scenarios and identify potential hazards.
  - 29.26 Demonstrate the scene-size-up.
  - 29.27 Demonstrate the techniques for assessing mental status.
  - 29.28 Demonstrate the techniques for assessing the airway.
  - 29.29 Demonstrate the techniques for assessing if the patient is breathing.
  - 29.30 Demonstrate the techniques for assessing if the patient has a pulse.
  - 29.31 Demonstrate the techniques for assessing the patient for external bleeding.
  - 29.32 Demonstrate the techniques for assessing the patient's skin color, temperature, and condition.
  - 29.33 Demonstrate the ability to prioritize patients.
  - 29.34 Perform a detailed physical examination.
  - 29.35 Demonstrate the skills involved in performing the on-going assessment.
- 30.0 Demonstrate the ability to apply a process of clinical decision making. – At the end of this unit, the paramedic student will be able to apply a process of clinical decision making to use the assessment findings to help form a field impression. At the end of this unit, the paramedic student will be able to:
- 30.01 Compare the factors influencing medical care in the out-of-hospital environment to other medical settings.
  - 30.02 Differentiate between critical life-threatening, potentially life-threatening, and non life-threatening patient presentations.
  - 30.03 Evaluate the benefits and shortfalls of protocols, standing orders and patient care algorithms.
  - 30.04 Define the components, stages and sequences of the critical thinking process for paramedics.
  - 30.05 Apply the fundamental elements of critical thinking for paramedics.
  - 30.06 Describe the effects of the fight or flight response and the positive and negative effects on a paramedic's decision making.
  - 30.07 Summarize the six R's of putting it all together: Read the patient, Read the scene, React, Reevaluate, Revise the management plan, Review performance.

- 31.0 Describe and demonstrate EMS communications systems. – At the completion of this unit, the paramedic student will be able to follow an accepted format for dissemination of patient information in verbal form, either in person or over the radio. At the completion of this unit, the paramedic student will be able to:
- 31.01 Identify the role of verbal, written, and electronic communications in the provision of EMS.
  - 31.02 Describe the phases of communications necessary to complete a typical EMS event.
  - 31.03 Identify the importance of proper terminology when communicating during an EMS event.
  - 31.04 List factors that impede effective verbal communications.
  - 31.05 List factors which enhance verbal communications.
  - 31.06 List factors which impede effective written communications.
  - 31.07 List factors which enhance written communications.
  - 31.08 Recognize the legal status of written communications related to an EMS event.
  - 31.09 Identify the components of the local EMS communications system and describe their function and use.
  - 31.10 Identify and differentiate among the following communications systems: simplex, multiplex, duplex, trunked, digital communications, and cellular telephone.
  - 31.11 Describe the functions and responsibilities of the Federal Communications Commission.
  - 31.12 Describe how an EMS dispatcher functions as an integral part of the EMS team.
  - 31.13 List appropriate information to be gathered by the Emergency Medical Dispatcher.
  - 31.14 Describe information that should be included in patient assessment information verbally reported to medical direction.
  - 31.15 Organize a list of patient assessment information in the correct order for electronic transmission to medical direction according to the format used locally.
- 32.0 Demonstrate proper patient documentation. – At the completion of this unit, the paramedic student will be able to effectively document the essential elements of patient assessment, care and transport. At the completion of this unit, the paramedic student will be able to:
- 32.01 Identify the general principles regarding the importance of EMS documentation and ways in which documents are used.
  - 32.02 Identify and use medical terminology correctly.
  - 32.03 Record all pertinent administrative information.
  - 32.04 Analyze the documentation for accuracy and completeness, including spelling.
  - 32.05 Describe the differences between subjective and objective elements of documentation.
  - 32.06 Describe the potential consequences of illegible, incomplete, or inaccurate documentation.
  - 32.07 Describe the special considerations concerning patient refusal of transport.
  - 32.08 Explain how to properly record direct patient or bystander comments.
  - 32.09 Describe the special considerations concerning mass casualty incident documentation.
  - 32.10 Identify and record the pertinent, reportable clinical data of each patient interaction.
  - 32.11 Note and record pertinent negative clinical findings.

- 32.12 Demonstrate proper completion of an EMS event record used locally.
- 33.0 Integrate the principles of kinematics to enhance the patient assessment. – At the completion of this unit, the Paramedic student will be able to integrate the principles of kinematics to enhance the patient assessment and predict the likelihood of injuries based on the patient’s mechanism of injury. At the completion of this unit, the Paramedic student will be able to:
- 33.01 List and describe the components of a comprehensive trauma system.
  - 33.02 Describe the role of and differences between levels of trauma centers.
  - 33.03 Describe the criteria for transport to a trauma center.
  - 33.04 Describe the criteria and procedure for air medical transport.
  - 33.05 Define energy and force as they relate to trauma.
  - 33.06 Define laws of motion and energy and understand the role that increased speed has on injuries.
  - 33.07 Describe the pathophysiology of the head, spine, thorax, and abdomen that result from the above forces.
  - 33.08 List specific injuries and their causes as related to interior and exterior vehicle damage.
  - 33.09 Describe the kinematics of penetrating injuries.
- 34.0 Implement the proper treatment plan for a patient with shock or hemorrhage . – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with shock or hemorrhage. At the completion of this unit, the paramedic student will be able to:
- 34.01 Describe the epidemiology, including the morbidity/ mortality and prevention strategies, for shock and hemorrhage.
  - 34.02 Discuss the anatomy and physiology of the cardiovascular system.
  - 34.03 Discuss the various types and degrees of shock and hemorrhage.
  - 34.04 Discuss the pathophysiology of hemorrhage and shock.
  - 34.05 Discuss the assessment findings associated with hemorrhage and shock.
  - 34.06 Discuss the treatment plan and management of hemorrhage and shock.
  - 34.07 Discuss the management of external hemorrhage.
  - 34.08 Differentiate between the administration rate and amount of IV fluid in a patient with controlled versus uncontrolled hemorrhage.
  - 34.09 Relate internal hemorrhage to the assessment findings of compensated and decompensated hemorrhagic shock.
  - 34.10 Discuss the management of internal hemorrhage.
  - 34.11 Describe the effects of decreased perfusion at the capillary level.
  - 34.12 Relate pulse pressure changes to perfusion status.
  - 34.13 Relate orthostatic vital sign changes to perfusion status.
  - 34.14 Define compensated and decompensated hemorrhagic shock.
  - 34.15 Differentiate between compensated and decompensated shock.
  - 34.16 Differentiate between the normotensive, hypotensive, or profoundly hypotensive patient.
  - 34.17 Differentiate between the administration of fluid in the normotensive, hypotensive, or profoundly hypotensive patient.
  - 34.18 Develop, execute and evaluate a treatment plan based on the field impression for the hemorrhage or shock patient.

- 35.0 Implement the proper treatment plan for a patient with soft tissue trauma. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement the treatment plan for the patient with soft tissue trauma. At the completion of this unit, the paramedic student will be able to:
- 35.01 Identify the major functions of the integumentary system.
  - 35.02 Discuss the pathophysiology of soft tissue injuries.
  - 35.03 Differentiate between the following types of closed soft tissue injuries: contusions, hematoma and crush injuries.
  - 35.04 Discuss the assessment findings associated with closed soft tissue injuries.
  - 35.05 Discuss the management of a patient with closed soft tissue injuries.
  - 35.06 Differentiate between the following types of open soft tissue injuries: abrasions, lacerations, major arterial lacerations, avulsions, impaled objects, amputations, incisions, crush injuries, blast injuries, and penetrations/punctures.
  - 35.07 Discuss the incidence, morbidity, and mortality of blast injuries.
  - 35.08 Predict blast injuries based on mechanism of injury, including primary, secondary and tertiary.
  - 35.09 Discuss types of trauma, including but not limited to blunt, penetrating, barotrauma and bur
  - 35.10 Discuss the effects of an explosion within an enclosed space on a patient.
  - 35.11 Discuss the assessment findings associated with blast injuries.
  - 35.12 Discuss the management of a patient with a blast injury.
  - 35.13 Discuss the incidence, morbidity, and mortality of crush injuries.
  - 35.14 Define crush injury, crush syndrome and compartment syndrome.
  - 35.15 Discuss the management of a patient with a crush injury.
  - 35.16 Discuss the pathophysiology of hemorrhage associated with soft tissue injuries, including capillary, venous and arterial.
  - 35.17 Discuss the assessment findings associated with open soft tissue injuries.
  - 35.18 Differentiate between the various management techniques for hemorrhage control of open soft tissue injuries, including but not limited to: direct pressure, pressure dressing, and tourniquet application.
  - 35.19 Integrate pathophysiological principles to the assessment of a patient with a soft tissue injury.
  - 35.20 Formulate treatment priorities for patients with soft tissue injuries in conjunction with airway/face/neck trauma, thoracic trauma (open/closed), and abdominal trauma.
  - 35.21 Develop, execute, and evaluate a treatment plan based on the field impression for the patient with soft tissue trauma.
  - 35.22 Defend the rationale explaining why immediate life-threats must take priority over wound closure.
  - 35.23 Defend the management regimens for various soft tissue injuries.
  - 35.24 Demonstrate the proper use of any Morgan® type lens for irrigation of the eye.
- 36.0 Implement the proper treatment plan for a patient with burn injuries. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement the management plan for the patient with a burn injury. At the completion of this unit, the paramedic student will be able to:

- 36.01 Describe the epidemiology, including incidence, mortality/ morbidity, risk factors, and prevention strategies for the patient with a burn injury.
- 36.02 Describe the pathophysiologic complications and systemic complications of a burn injury.
- 36.03 Identify and describe types of burn injuries, including a thermal burn, an inhalation burn, a chemical burn, an electrical burn, and a radiation exposure.
- 36.04 Identify and describe the depth classifications of burn injuries, including a superficial burn, a partial-thickness burn, a full-thickness burn, and other depth classifications described by local protocol.
- 36.05 Identify and describe methods for determining body surface area percentage of a burn injury including the "rules of nines," the "rules of palms," and other methods described by local protocol.
- 36.06 Identify and describe the severity of a burn including a minor burn, a moderate burn, a severe burn, and other severity classifications described by local protocol.
- 36.07 Describe special considerations for a pediatric patient with a burn injury.
- 36.08 Discuss conditions associated with burn injuries, including trauma, blast injuries, airway compromise, respiratory compromise, and child abuse.
- 36.09 Describe the management of a burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/ communication strategies, and other management described by local protocol.
- 36.10 Describe the pathophysiology of a thermal burn injury.
- 36.11 Identify and describe the depth classifications of a thermal burn injury.
- 36.12 Describe the pathophysiology of an inhalation burn injury.
- 36.13 Describe considerations which impact management and prognosis of the patient with an inhalation burn injury.
- 36.14 Describe the management of an inhalation burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, and psychological support/ communication strategies.
- 36.15 Describe the pathophysiology of a chemical burn injury, including types of chemicals and their burning processes and a chemical burn injury to the eye.
- 36.16 Describe the management of a chemical burn injury and a chemical burn injury to the eye, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, and psychological support/ communication strategies.
- 36.17 Identify and describe the severity of an electrical burn injury.
- 36.18 Discuss mechanisms of burn injury and conditions associated with an electrical burn injury.
- 36.19 Describe the management of an electrical burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, and psychological support/ communication strategies.
- 36.20 Describe the pathophysiology of a radiation exposure, including the types and characteristics of ionizing radiation.
- 36.21 Identify and describe the severity of a radiation exposure.
- 36.22 Describe the management of a radiation exposure, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, and psychological support/ communication strategies.
- 36.23 Develop, execute and evaluate a management plan based on the field impression for the patient with thermal, inhalation, chemical, electrical, and radiation burn injuries.

- 36.24 Perform management of a thermal burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/ communication strategies, and other management described by local protocol.
  - 36.25 Perform management of an inhalation burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/ communication strategies, and other management described by local protocol.
  - 36.26 Perform management of a chemical burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/ communication strategies, and other management described by local protocol.
  - 36.27 Perform management of an electrical burn injury, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/ communication strategies, and other management described by local protocol.
  - 36.28 Perform management of a radiation exposure, including airway and ventilation, circulation, pharmacological, non-pharmacological, transport considerations, psychological support/ communication strategies, and other management described by local protocol.
- 37.0 Implement the proper treatment plan for a trauma patient with a head injury. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the trauma patient with a suspected head injury. At the completion of this unit, the paramedic student will be able to:
- 37.01 Differentiate between facial injuries based on the assessment and history.
  - 37.02 Develop a patient management plan for a patient with a facial injury based on the field impression.
  - 37.03 Relate assessment findings associated with eye injuries to pathophysiology.
  - 37.04 Develop a patient management plan for a patient with an eye injury based on the field impression.
  - 37.05 Formulate a field impression for a patient with an ear injury based on the assessment findings.
  - 37.06 Develop a patient management plan for a patient with an ear injury based on the field impression.
  - 37.07 Formulate a field impression for a patient with a nose injury based on the assessment findings.
  - 37.08 Develop a patient management plan for a patient with a nose injury based on the field impression.
  - 37.09 Formulate a field impression for a patient with a throat injury based on the assessment findings.
  - 37.10 Develop a patient management plan for a patient with a throat injury based on the field impression.
  - 37.11 Formulate a field impression for a patient with a mouth injury based on the assessment findings.
  - 37.12 Develop a patient management plan for a patient with a mouth injury based on the field impression.
  - 37.13 Distinguish between head injury and brain injury.
  - 37.14 Define and explain the process involved with each of the levels of increasing ICP.

- 37.15 Identify the need for rapid intervention and transport of the patient with a head/brain injury.
  - 37.16 Describe and explain the general management of the head/ brain injury patient, including pharmacological and non-pharmacological treatment.
  - 37.17 Explain the pathophysiology of skull fracture.
  - 37.18 Develop a management plan for a patient with a skull fracture.
  - 37.19 Develop a management plan for a patient with a cerebral contusion.
  - 37.20 Explain the pathophysiology of intracranial hemorrhage, including epidural, subdural, intracerebral, and subarachnoid.
  - 37.21 Develop a management plan for a patient with a intracranial hemorrhage, including epidural, subdural, intracerebral and subarachnoid.
- 38.0 Implement the proper treatment plan for a patient with a suspected spinal injury. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with a suspected spinal injury. At the completion of this unit, the paramedic student will be able to:
- 38.01 Describe the pathophysiology of spinal injuries.
  - 38.02 Describe the assessment findings associated with spinal injuries.
  - 38.03 Describe the management of spinal injuries.
  - 38.04 Develop a patient management plan based on the field impression.
  - 38.05 Describe the pathophysiology of traumatic spinal injury related to spinal shock, spinal neurogenic shock, quadriplegia/paraplegia, and incomplete cord injury/cord syndromes, including central cord syndrome, anterior cord syndrome and Brown-Sequard syndrome.
  - 38.06 Describe the assessment findings associated with traumatic spinal injuries.
  - 38.07 Describe the management of traumatic spinal injuries.
  - 38.08 Differentiate between traumatic and non-traumatic spinal injuries based on the assessment and history.
  - 38.09 Develop a patient management plan for traumatic spinal injury based on the field impression.
  - 38.10 Describe the pathophysiology of non-traumatic spinal injury, including but not limited to, low back pain, herniated intervertebral disk and spinal cord tumors.
  - 38.11 Describe the management of non-traumatic spinal injuries.
  - 38.12 Differentiate between traumatic and non-traumatic spinal injuries based on the assessment and history.
  - 38.13 Develop a patient management plan for non-traumatic spinal injury based on the field impression.
  - 38.14 Demonstrate a clinical assessment to determine the proper management modality for a patient with a suspected traumatic spinal injury.
  - 38.15 Demonstrate a clinical assessment to determine the proper management modality for a patient with a suspected non-traumatic spinal injury.
  - 38.16 Demonstrate immobilization of the urgent and non-urgent patient with assessment findings of spinal injury from the following presentations: Supine, Prone, Semi-prone, Sitting, Standing
  - 38.17 Demonstrate preferred methods for stabilization of a helmet from a potentially spine injured patient.
  - 38.18 Demonstrate helmet removal techniques.



**Course Number: EMS0220**  
**Occupational Completion Point: B**  
**Paramedic 2– 336 Hours – SOC Code 31-9099**

- 39.0 Implement the proper treatment plan for a patient with a suspected thoracic injury. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for a patient with a thoracic injury. At the completion of this unit, the paramedic student will be able to:
- 39.01 Discuss the anatomy and physiology of the organs and structures related to thoracic injuries.
  - 39.02 Discuss the pathophysiology of thoracic injuries.
  - 39.03 Discuss the management of thoracic injuries.
  - 39.04 Identify the need for rapid intervention and transport of the patient with thoracic injuries.
  - 39.05 Discuss the pathophysiology of specific chest wall injuries, including rib fracture, flail segment, and sternal fracture.
  - 39.06 Identify the need for rapid intervention and transport of the patient with chest wall injuries.
  - 39.07 Discuss the management of chest wall injuries.
  - 39.08 Discuss the pathophysiology of injury to the lung, including but not limited to simple, open and tension pneumothorax, hemothorax, hemopneumothorax, and pulmonary contusion.
  - 39.09 Discuss the management of lung injuries.
  - 39.10 Assist with the insertion of a chest tube and when in place monitor and manage chest tube patency.
  - 39.11 Discuss the pathophysiology of myocardial injuries, including but not limited to pericardial tamponade, myocardial contusion and myocardial rupture.
  - 39.12 Discuss the management of myocardial injuries.
  - 39.13 Discuss the pathophysiology of vascular injuries, including injuries to the aorta, vena cava, and pulmonary arteries and veins.
  - 39.14 Discuss the management of vascular injuries.
  - 39.15 Discuss the pathophysiology of tracheo-bronchial injuries.
  - 39.16 Discuss the management of tracheo-bronchial injuries.
  - 39.17 Discuss the pathophysiology of traumatic asphyxia.
  - 39.18 Discuss the assessment findings associated with traumatic asphyxia.
  - 39.19 Discuss the management of traumatic asphyxia.
  - 39.20 Demonstrate a clinical assessment for a patient with suspected thoracic trauma.
  - 39.21 Demonstrate the following techniques of management for thoracic injuries:  
 Needle decompression, Fracture stabilization, Elective intubation, ECG monitoring Oxygenation and ventilation
- 40.0 Implement the proper treatment plan for a patient with a suspected abdominal trauma. – At the completion of this unit, the paramedic student will be able to integrate pathophysiologic principles and the assessment findings to formulate a field impression and implement the treatment plan for the patient with suspected abdominal trauma. At the completion of this unit, the paramedic student will be able to:
- 40.01 Describe the anatomy and physiology of organs and structures related to abdominal injuries.

- 40.02 Describe open and closed abdominal injuries.
  - 40.03 Explain the pathophysiology of abdominal injuries.
  - 40.04 Describe the management of abdominal injuries.
  - 40.05 Describe the assessment findings associated with solid organ injuries.
  - 40.06 Describe the treatment plan and management of solid organ injuries.
  - 40.07 Describe the assessment findings associated with hollow organ injuries.
  - 40.08 Describe the treatment plan and management of hollow organ injuries.
  - 40.09 Describe the assessment findings associated with pelvic fractures.
  - 40.10 Describe the treatment plan and management of pelvic fractures.
  - 40.11 Develop a patient management plan for a patient with abdominal injuries, based upon field impression.
- 41.0 Implement the proper treatment plan for a patient with a suspected musculoskeletal injury. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement the treatment plan for the patient with a musculoskeletal injury. At the completion of this unit, the paramedic student will be able to:
- 41.01 Discuss the anatomy and physiology of the musculoskeletal system.
  - 41.02 Discuss types of musculoskeletal injuries, including fracture (open and closed), dislocation/fracture, sprain, and strain.
  - 41.03 Discuss the pathophysiology of musculoskeletal injuries.
  - 41.04 Discuss the assessment findings associated with musculoskeletal injuries.
  - 41.05 Discuss the management of musculoskeletal injuries.
  - 41.06 Discuss the general guidelines for splinting.
  - 41.07 Discuss the pathophysiology of open and closed fractures.
  - 41.08 Discuss the assessment findings associated with fractures.
  - 41.09 Discuss the management of fractures.
  - 41.10 Discuss the pathophysiology of dislocations.
  - 41.11 Discuss the out-of-hospital management of dislocation/fractures, including splinting and realignment.
  - 41.12 Explain the importance of manipulating a knee dislocation/fracture with an absent distal pulse.
  - 41.13 Discuss the assessment findings of sprains.
  - 41.14 Discuss the management of sprains.
  - 41.15 Discuss the management of strains.
  - 41.16 Discuss the management of a tendon injury.
  - 41.17 Develop a patient management plan for the musculoskeletal injury based on the field impression.
  - 41.18 Demonstrate a clinical assessment to determine the proper treatment plan for a patient with a suspected musculoskeletal injury.
  - 41.19 Demonstrate the proper use of fixation, soft and traction splints for a patient with a suspected fracture.
- 42.0 Implement the proper treatment plan for a patient with suspected respiratory problems. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with respiratory problems. At the completion of this unit, the paramedic student will be able to:

- 42.01 Identify and describe the function of the structures located in the upper and lower airway.
  - 42.02 Discuss the physiology of ventilation and respiration.
  - 42.03 Discuss abnormal assessment findings associated with pulmonary diseases and conditions.
  - 42.04 Compare various airway and ventilation techniques used in the management of pulmonary diseases.
  - 42.05 Review the pharmacological preparations that paramedics use for management of respiratory diseases and conditions.
  - 42.06 Review the use of equipment used during the physical examination of patients with complaints associated with respiratory diseases and conditions.
  - 42.07 Identify the epidemiology, anatomy, physiology, pathophysiology, assessment findings, and management for, but not limited to the following: adult respiratory distress syndrome, chronic bronchitis, bronchial asthma, emphysema, pneumonia, pulmonary edema, pulmonary thromboembolism, neoplasms of the lung, upper respiratory infections, spontaneous pneumothorax and hyperventilation syndrome.
  - 42.08 Demonstrate proper use of airway and ventilation devices including administration of BIPAP/CPAP and PEEP devices,
  - 42.09 Conduct a history and patient assessment for patients with pulmonary diseases and conditions.
- 43.0 Implement the proper treatment plan for a patient with suspected cardiovascular disease. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with cardiovascular disease. At the completion of this unit, the paramedic student will be able to:
- 43.01 Identify the risk factors most predisposing to coronary artery disease.
  - 43.02 Describe the anatomy of the heart, including the position in the thoracic cavity, layers of the heart, chambers of the heart, and location and function of cardiac valves.
  - 43.03 Identify the major structures of the vascular system.
  - 43.04 Identify and define the components of cardiac output.
  - 43.05 Identify phases of the cardiac cycle.
  - 43.06 Identify the structure and course of all divisions and subdivisions of the cardiac conduction system.
  - 43.07 Identify and describe how the heart's pacemaking control, rate, and rhythm are determined.
  - 43.08 Describe the clinical significance of Starling's law.
  - 43.09 Identify the structures of the autonomic nervous system (ANS).
  - 43.10 Identify the effect of the ANS on heart rate, rhythm and contractility.
  - 43.11 Identify and describe the components of the focused history as it relates to the patient with cardiovascular compromise.
  - 43.12 Explain the purpose of ECG monitoring.
  - 43.13 Correlate the electrophysiological and hemodynamic events occurring throughout the entire cardiac cycle with the various ECG wave forms, segments and intervals.
  - 43.14 Given an ECG, identify the arrhythmia.
  - 43.15 Describe a systematic approach to the analysis and interpretation of cardiac arrhythmias.

- 43.16 Describe the arrhythmias originating in the sinus node, the AV junction, the atria, and the ventricles.
- 43.17 Describe the arrhythmias originating or sustained in the AV junction.
- 43.18 Describe the abnormalities originating within the bundle branch system.
- 43.19 Describe the conditions of pulseless electrical activity.
- 43.20 Recognize the changes on the ECG that may reflect evidence of myocardial ischemia and injury.
- 43.21 Identify the major therapeutic objectives in the treatment of the patient with any arrhythmia.
- 43.22 Identify the clinical indications for transcutaneous and permanent artificial cardiac pacing.
- 43.23 Describe the techniques of applying a transcutaneous pacing system.
- 43.24 List the possible complications of pacing.
- 43.25 Describe the epidemiology, morbidity and mortality, and pathophysiology of angina pectoris.
- 43.26 List other clinical conditions that may mimic signs and symptoms of coronary artery disease and angina pectoris.
- 43.27 Identify the paramedic responsibilities associated with management of the patient with angina pectoris.
- 43.28 Describe the epidemiology, morbidity and mortality of myocardial infarction.
- 43.29 List and describe the assessment parameters to be evaluated in a patient with a suspected myocardial infarction.
- 43.30 List the characteristics of a patient eligible for thrombolytic therapy.
- 43.31 Initiate and monitor thrombolytic therapy.
- 43.32 Describe the most commonly used cardiac drugs in terms of therapeutic effect and dosages, routes of administration, side effects and toxic effects.
- 43.33 Define the term "acute pulmonary edema" and describe its relationship to left ventricular failure.
- 43.34 Define preload, afterload and left ventricular end-diastolic pressure and relate each to the pathophysiology of heart failure.
- 43.35 Differentiate between early and late signs and symptoms of left ventricular failure and those of right ventricular failure.
- 43.36 Explain the clinical significance of paroxysmal nocturnal dyspnea.
- 43.37 List the interventions prescribed for the patient in acute congestive heart failure.
- 43.38 Describe the most commonly used pharmacological agents in the management of congestive heart failure in terms of therapeutic effect, dosages, routes of administration, side effects and toxic effects.
- 43.39 Define the term "cardiac tamponade".
- 43.40 Identify the paramedic responsibilities associated with management of a patient with cardiac tamponade.
- 43.41 Define the term "hypertensive emergency".
- 43.42 Describe the clinical features of the patient in a hypertensive emergency.
- 43.43 Identify the drugs of choice for hypertensive emergencies, rationale for use, clinical precautions and disadvantages of selected antihypertensive agents.
- 43.44 Define the term "cardiogenic shock".
- 43.45 Describe the most commonly used pharmacological agents in the management of cardiogenic shock in terms of therapeutic effects, dosages, routes of administration, side effects and toxic effects.
- 43.46 Define the term "cardiac arrest".
- 43.47 Describe the arrhythmias seen in cardiac arrest.
- 43.48 Define the terms defibrillation and synchronized cardioversion.

- 43.49 Describe the most commonly used pharmacological agents in the management of cardiac arrest in terms of therapeutic effects.
  - 43.50 Identify the major factors involved in the pathophysiology of aortic aneurysm.
  - 43.51 Recognize and describe the signs and symptoms of dissecting thoracic or abdominal aneurysm.
  - 43.52 Differentiate between signs and symptoms of cardiac tamponade, hypertensive emergencies, cardiogenic shock, and cardiac arrest.
  - 43.53 Develop, execute, and evaluate a treatment plan based on field impression for the patient in need of a pacemaker.
  - 43.54 Develop, execute and evaluate a treatment plan based on the field impression for the patient with chest pain.
  - 43.55 Develop, execute and evaluate a treatment plan based on the field impression for the suspected myocardial infarction patient.
  - 43.56 Develop, execute, and evaluate a treatment plan based on the field impression for the heart failure patient.
  - 43.57 Develop, execute and evaluate a treatment plan based on the field impression for the patient with cardiac tamponade.
  - 43.58 Develop, execute and evaluate a treatment plan based on the field impression for the patient with a hypertensive emergency.
  - 43.59 Develop, execute, and evaluate a treatment plan based on the field impression for the patient with cardiogenic shock.
  - 43.60 Demonstrate a working knowledge of various ECG lead systems.
  - 43.61 Set up and apply a transcutaneous pacing system.
  - 43.62 Demonstrate satisfactory performance of psychomotor skills of basic and advanced life support techniques according to the current American Heart Association Guidelines or its equivalent, including: cardiopulmonary resuscitation, defibrillation, synchronized cardioversion, and transcutaneous pacing.
- As per online or offline medical control eliminate resuscitation efforts.
- 44.0 Implement the proper treatment plan for a patient with a suspected neurologic problem.  
 – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with a neurological problem. At the completion of this unit, the paramedic student will be able to:
- 44.01 Identify the risk factors most predisposing to the nervous system.
  - 44.02 Discuss the anatomy and physiology of the organs and structures related to nervous system.
  - 44.03 Discuss the assessment findings associated with non-traumatic neurologic emergencies.
  - 44.04 Discuss the management of non-traumatic neurological emergencies.
  - 44.05 Discuss the pathophysiology of coma and altered mental status.
  - 44.06 Discuss the management/treatment plan of coma and altered mental status.
  - 44.07 Describe and differentiate the major types of seizures.
  - 44.08 Discuss the assessment findings associated with syncope.
  - 44.09 Discuss the management/treatment plan of syncope.
  - 44.10 Describe the types of stroke and intracranial hemorrhage.
  - 44.11 Discuss the assessment findings associated with stroke and intracranial hemorrhage.
  - 44.12 Discuss the management/treatment plan of stroke and intracranial hemorrhage.
  - 44.13 Discuss the assessment findings associated with transient ischemic attack.

- 44.14 Discuss the management/treatment plan of transient ischemic attack.
  - 44.15 Discuss the assessment findings associated with degenerative neurological diseases.
  - 44.16 Discuss the management/treatment plan of degenerative neurological diseases.
  - 44.17 Differentiate among the various treatment and pharmacological interventions used in the management of degenerative neurological diseases.
  - 44.18 Perform an appropriate assessment of a patient with coma or altered mental status.
  - 44.19 Perform a complete neurological examination as part of the comprehensive physical examination of a patient with coma or altered mental status.
  - 44.20 Appropriately manage a patient with coma or altered mental status, including the administration of oxygen, oral glucose, 50% dextrose and narcotic reversal agents.
  - 44.21 Perform an appropriate assessment of a patient with syncope.
  - 44.22 Appropriately manage a patient with syncope.
  - 44.23 Appropriately manage a patient with seizures, including the administration of diazepam or lorazepam.
  - 44.24 Perform an appropriate assessment of a patient with stroke and intracranial hemorrhage or TIA.
  - 44.25 Appropriately manage a patient with stroke and intracranial hemorrhage or TIA.
- 45.0 Implement the proper treatment plan for a patient with a suspected endocrine problem. –  
At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an endocrine problem. At the completion of this unit, the paramedic student will be able to:
- 45.01 Identify the risk factors most predisposing to endocrinologic disease.
  - 45.02 Discuss the anatomy and physiology of organs and structures related to endocrinologic diseases.
  - 45.03 Discuss the general assessment findings associated with endocrinologic emergencies.
  - 45.04 Discuss the management of endocrinologic emergencies.
  - 45.05 Discuss the management of diabetic emergencies.
  - 45.06 Differentiate between the pathophysiology of normal glucose metabolism and diabetic glucose metabolism.
  - 45.07 Describe the mechanism of ketone body formation and its relationship to ketoacidosis.
  - 45.08 Recognize the signs and symptoms of the patient with hypoglycemia.
  - 45.09 Describe the compensatory mechanisms utilized by the body to promote homeostasis relative to hypoglycemia.
  - 45.10 Describe the management of a responsive hypoglycemic patient.
  - 45.11 Correlate abnormal findings in assessment with clinical significance in the patient with hypoglycemia.
  - 45.12 Recognize the signs and symptoms of the patient with hyperglycemia.
  - 45.13 Describe the management of hyperglycemia.
  - 45.14 Discuss the pathophysiology of diabetic ketoacidosis.
  - 45.15 Recognize the signs and symptoms of the patient with diabetic ketoacidosis.
  - 45.16 Describe the management of diabetic ketoacidosis.
  - 45.17 Discuss the pathophysiology of Cushing's syndrome.
  - 45.18 Recognize signs and symptoms of the patient with Cushing's syndrome.

- 45.19 Describe the management of Cushing's syndrome.
  - 45.20 Discuss the pathophysiology of adrenal Insufficiency.
  - 45.21 Recognize signs and symptoms of the patient with adrenal insufficiency.
  - 45.22 Describe the management of adrenal insufficiency.
  - 45.23 Develop a patient management plan based on field impression in the patient with an endocrinologic emergency.
- 46.0 Implement the proper treatment plan for a patient with a suspected allergic or anaphylactic reaction. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with an allergic or anaphylactic reaction. At the completion of this unit, the paramedic student will be able to:
- 46.01 Define allergic reaction.
  - 46.02 Define anaphylaxis.
  - 46.03 Discuss the anatomy and physiology of the organs and structures related to anaphylaxis.
  - 46.04 Describe the prevention of anaphylaxis and appropriate patient education.
  - 46.05 Discuss the pathophysiology of allergy and anaphylaxis.
  - 46.06 Describe the common methods of entry of substances into the body.
  - 46.07 Define antigens and antibodies.
  - 46.08 List common antigens most frequently associated with anaphylaxis.
  - 46.09 Describe physical manifestations in anaphylaxis.
  - 46.10 Differentiate manifestations of an allergic reaction from anaphylaxis.
  - 46.11 Recognize the signs and symptoms related to anaphylaxis.
  - 46.12 Differentiate among the various treatment and pharmacological interventions used in the management of anaphylaxis.
  - 46.13 Develop a treatment plan based on field impression in the patient with allergic reaction and anaphylaxis.
- 47.0 Implement the proper treatment plan for a patient with a suspected gastroenterologic problem. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with a gastroenterologic problem. At the conclusion of this unit, the paramedic student will be able to:
- 47.01 Discuss the anatomy and physiology of the organs and structures related to gastrointestinal diseases.
  - 47.02 Discuss the pathophysiology of inflammation and its relationship to acute abdominal pain.
  - 47.03 Differentiate between hemorrhagic and non-hemorrhagic abdominal pain.
  - 47.04 Discuss the signs and symptoms of peritoneal inflammation relative to acute abdominal pain.
  - 47.05 Describe the questioning technique and specific questions the paramedic should ask when gathering a focused history in a patient with abdominal pain.
  - 47.06 Describe the technique for performing a comprehensive physical examination on a patient complaining of abdominal pain.
  - 47.07 Define upper gastrointestinal bleeding.
  - 47.08 Recognize the signs and symptoms related to upper gastrointestinal bleeding.
  - 47.09 Describe the management for upper gastrointestinal bleeding.

- 47.10 Recognize the signs and symptoms related to lower gastrointestinal bleeding.
  - 47.11 Describe the management for lower gastrointestinal bleeding.
  - 47.12 Define acute gastroenteritis.
  - 47.13 Recognize the signs and symptoms related to acute gastroenteritis.
  - 47.14 Describe the management for acute gastroenteritis.
  - 47.15 Recognize the signs and symptoms related to colitis.
  - 47.16 Describe the management for colitis.
  - 47.17 Recognize the signs and symptoms related to gastroenteritis.
  - 47.18 Describe the management for gastroenteritis.
  - 47.19 Recognize the signs and symptoms related to diverticulitis.
  - 47.20 Describe the management for diverticulitis.
  - 47.21 Recognize the signs and symptoms related to appendicitis.
  - 47.22 Describe the management for appendicitis.
  - 47.23 Recognize the signs and symptoms related to peptic ulcer disease.
  - 47.24 Describe the management for peptic ulcer disease.
  - 47.25 Recognize the signs and symptoms related to bowel obstruction.
  - 47.26 Describe the management for bowel obstruction.
  - 47.27 Recognize the signs and symptoms related to Crohn's disease.
  - 47.28 Describe the management for Crohn's disease.
  - 47.29 Recognize the signs and symptoms related to pancreatitis.
  - 47.30 Describe the management for pancreatitis.
  - 47.31 Recognize the signs and symptoms related to esophageal varices.
  - 47.32 Describe the management for esophageal varices.
  - 47.33 Recognize the signs and symptoms related to hemorrhoids.
  - 47.34 Describe the management for hemorrhoids.
  - 47.35 Recognize the signs and symptoms related to cholecystitis.
  - 47.36 Describe the management for cholecystitis.
  - 47.37 Recognize the signs and symptoms related to acute hepatitis.
  - 47.38 Describe the management for acute hepatitis.
  - 47.39 Differentiate between gastrointestinal emergencies based on assessment findings.
  - 47.40 Correlate abnormal findings in the assessment with the clinical significance in the patient with abdominal pain.
  - 47.41 Develop a patient management plan based on field impression in the patient with abdominal pain.
- 48.0 Implement the proper treatment plan for a patient with a suspected renal or urologic problem. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with a renal or urologic problem. At the conclusion of this unit, the paramedic student will be able to:
- 48.01 Describe the incidence, morbidity, mortality, and risk factors predisposing to urological emergencies.
  - 48.02 Discuss the anatomy and physiology of the organs and structures related to urogenital diseases.
  - 48.03 Define referred pain and visceral pain as it relates to urology.
  - 48.04 Describe the technique for performing a comprehensive physical examination of a patient complaining of abdominal pain.
  - 48.05 Discuss the pathophysiology of acute renal failure.
  - 48.06 Recognize the signs and symptoms related to acute renal failure.



- 48.07 Describe the management for acute renal failure.
  - 48.08 Define chronic renal failure.
  - 48.09 Define renal dialysis.
  - 48.10 Discuss the common complication of renal dialysis.
  - 48.11 Discuss the pathophysiology of renal calculi.
  - 48.12 Recognize the signs and symptoms related to renal calculi.
  - 48.13 Describe the management for renal calculi.
  - 48.14 Discuss the pathophysiology of urinary tract infection.
  - 48.15 Recognize the signs and symptoms related to urinary tract infection.
  - 48.16 Describe the management for a urinary tract infection.
  - 48.17 Apply the epidemiology to develop prevention strategies for urological emergencies.
  - 48.18 Integrate pathophysiological principles to the assessment of a patient with abdominal pain.
  - 48.19 Synthesize assessment findings and patient history information to accurately differentiate between pain of a urogenital emergency and that of other origins.
  - 48.20 Develop, execute, and evaluate a treatment plan based on the field impression made in the assessment.
- 49.0 Implement the proper treatment plan for a patient with a suspected toxic exposure. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the patient with a toxic exposure. At the completion of this unit, the paramedic student will be able to:
- 49.01 Describe the incidence, morbidity and mortality of toxic emergencies.
  - 49.02 Identify the risk factors most predisposing to toxic emergencies.
  - 49.03 Describe the routes of entry of toxic substances into the body.
  - 49.04 Discuss the role of the Poison Control Center in the United States.
  - 49.05 Discuss the assessment findings associated with various toxidromes.
  - 49.06 Discuss the management of toxic substances.
  - 49.07 List the most common poisonings by ingestion.
  - 49.08 Recognize the signs and symptoms related to the most common poisonings by ingestion.
  - 49.09 Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by ingestion.
  - 49.10 Discuss the factors affecting the decision to induce vomiting in a patient with ingested poison.
  - 49.11 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by ingestion.
  - 49.12 Define poisoning by inhalation.
  - 49.13 List the most common poisonings by inhalation.
  - 49.14 Describe the pathophysiology of poisoning by inhalation.
  - 49.15 Recognize the signs and symptoms related to the most common poisonings by inhalation.
  - 49.16 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by inhalation.
  - 49.17 Define poisoning by injection.
  - 49.18 List the most common poisonings by injection.

- 49.19 Recognize the signs and symptoms related to the most common poisonings by injection.
- 49.20 Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by injection.
- 49.21 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with the most common poisonings by injection.
- 49.22 Define poisoning by surface absorption.
- 49.23 List the most common poisonings by surface absorption.
- 49.24 Describe the pathophysiology of poisoning by surface absorption.
- 49.25 Recognize the signs and symptoms related to the most common poisonings by surface absorption.
- 49.26 Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by surface absorption.
- 49.27 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for patients with the most common poisonings by surface absorption.
- 49.28 Define poisoning by overdose.
- 49.29 List the most common poisonings by overdose.
- 49.30 Describe the pathophysiology of poisoning by overdose.
- 49.31 Recognize the signs and symptoms related to the most common poisonings by overdose.
- 49.32 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for patients with the most common poisonings by overdose.
- 49.33 Define drug abuse.
- 49.34 Define the following terms: Substance or drug abuse, Substance or drug dependence, Tolerance, Withdrawal, Addiction
- 49.35 List the most commonly abused drugs (both by chemical name and street names).
- 49.36 Describe the pathophysiology of commonly used drugs.
- 49.37 Recognize the signs and symptoms related to the most commonly abused drugs.
- 49.38 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for patients using the most commonly abused drugs.
- 49.39 List the clinical uses, street names, pharmacology, assessment finding and management for patient who have taken the following drugs or been exposed to the following substances: Cocaine, marijuana and cannabis compounds, Amphetamines and amphetamine-like drugs, Barbiturates, Sedative-hypnotics, Cyanide, Narcotics/opiates, cardiac medications, Caustics, common household substances, Drugs abused for sexual purposes/sexual gratification, Carbon monoxide, Alcohols, Hydrocarbons, Psychiatric medications, Newer anti-depressants and serotonin syndromes, Lithium, MAO inhibitors, Non-prescription pain medications, Nonsteroidal anti-inflammatory agents, Salicylates, Acetaminophen, Theophylline, Metals, Plants and mushrooms
- 49.40 Discuss common causative agents, pharmacology, assessment findings and management for a patient with food poisoning.
- 49.41 Discuss common offending organisms, pharmacology, assessment findings and management for a patient with a bite or sting.
- 49.42 Develop a patient management plan based on field impression in the patient exposed to a toxic substance.

- 50.0 Implement the proper treatment plan for a patient with a suspected hematopoietic patient. – At the completion of this unit, the paramedic student will be able to integrate the pathophysiological principles of the hematopoietic system to formulate a field impression and implement a treatment plan. At the completion to this unit, the paramedic student will be able to:
- 50.01 Identify the anatomy of the hematopoietic system.
  - 50.02 Describe volume and volume-control related to the hematopoietic system.
  - 50.03 Describe normal red blood cell (RBC) production, function and destruction.
  - 50.04 Explain the significance of the hematocrit with respect to red cell size and number.
  - 50.05 Explain the correlation of the RBC count, hematocrit and hemoglobin values.
  - 50.06 Define anemia.
  - 50.07 Describe normal white blood cell (WBC) production, function and destruction.
  - 50.08 Identify alterations in immunologic response.
  - 50.09 List the leukocyte disorders.
  - 50.10 Describe platelets with respect to normal function, life span and numbers.
  - 50.11 Describe the components of the hemostatic mechanism.
  - 50.12 Describe the function of coagulation factors, platelets and blood vessels necessary for normal coagulation.
  - 50.13 Identify blood groups.
  - 50.14 Identify the components of physical assessment as they relate to the hematologic system.
  - 50.15 Describe the pathology and clinical manifestations and prognosis associated with Anemia, Leukemia, Lymphomas, Polycythemia, Disseminated intravascular coagulopathy Hemophilia, Sickle cell disease, Multiple myeloma
  - 50.16 Integrate pathophysiological principles into the assessment of a patient with hematologic disease.
  - 50.17 Perform an assessment of the patient with hematologic disorder.
- 51.0 Implement the proper treatment plan for a patient with a suspected environmental problem. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with an environmentally induced or exacerbated medical or traumatic condition. At the completion of this unit, the paramedic student will be able to:
- 51.01 Define "environmental emergency."
  - 51.02 Identify environmental factors that may cause illness or exacerbate a preexisting illness.
  - 51.03 Identify environmental factors that may complicate treatment or transport decisions.
  - 51.04 List the principal types of environmental illnesses.
  - 51.05 Describe several methods of temperature monitoring.
  - 51.06 Identify the components of the body's thermoregulatory mechanism.
  - 51.07 Describe the general process of thermal regulation, including substances used and wastes generated.
  - 51.08 Describe the body's compensatory process for over heating.
  - 51.09 Describe the body's compensatory process for excess heat loss.
  - 51.10 List the common forms of heat and cold disorders.

- 51.11 Integrate the pathophysiological principles and complicating factors common to environmental emergencies and discuss differentiating features between emergent and urgent presentations.
- 51.12 Relate symptomatic findings to the commonly used terms: heat cramps, heat exhaustion, and heatstroke.
- 51.13 Describe the contribution of dehydration to the development of heat disorders.
- 51.14 Describe the differences between classical and exertional heatstroke.
- 51.15 Define fever and discuss its pathophysiologic mechanism.
- 51.16 Discuss the role of fluid therapy in the treatment of heat disorders.
- 51.17 Integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient who has dehydration, heat exhaustion, or heatstroke.
- 51.18 Describe the pathophysiology of hypothermia.
- 51.19 Identify differences between mild and severe hypothermia.
- 51.20 Describe differences between chronic and acute hypothermia.
- 51.21 List signs and symptoms of hypothermia.
- 51.22 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient who has either mild or severe hypothermia.
- 51.23 Define frostbite.
- 51.24 Define superficial frostbite (frostnip).
- 51.25 Integrate pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the patient with superficial or deep frostbite.
- 51.26 Define submersion
- 51.27 List signs and symptoms of submersion
- 51.28 Describe the lack of significance of fresh versus saltwater immersion, as it relates to submersion
- 51.29 Discuss the incidence of "wet" versus "dry" drownings and the differences in their management.
- 51.30 Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the submersion patient.
- 51.31 Define self contained underwater breathing apparatus (SCUBA).
- 51.32 Describe the pathophysiology of diving emergencies.
- 51.33 Define decompression illness (DCI).
- 51.34 Identify the various conditions that may result from pulmonary over-pressure accidents.
- 51.35 List signs and symptoms of diving emergencies.
- 51.36 Describe the function of the Divers Alert Network (DAN) and how its members may aid in the management of diving related illnesses.
- 51.37 Differentiate among the various treatments and interventions for the management of diving accidents.
- 51.38 Describe the specific function and benefit of hyperbaric oxygen therapy for the management of diving accidents.
- 51.39 Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a management plan for the patient who has had a diving accident.
- 51.40 Develop a patient management plan based on the field impression of the patient affected by an environmental emergency.

- 52.0 Implement the proper treatment plan for a patient with a suspected infectious and/or communicable disease. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a management plan for the patient with infectious and communicable diseases. At the completion of this unit, the paramedic student will be able to:
- 52.01 Review the specific anatomy and physiology pertinent to infectious and communicable diseases.
  - 52.02 List and describe the steps of an infectious process.
  - 52.03 List and describe infectious agents, including bacteria, viruses, fungi, protozoans, and helminths (worms).
  - 52.04 Describe host defense mechanisms against infection.
  - 52.05 Describe characteristics of the immune system, including the categories of white blood cells, the reticuloendothelial system (RES), and the complement system.
  - 52.06 Describe and discuss the rationale for the various types of PPE.
  - 52.07 Describe the assessment of a patient suspected of, or identified as having, an infectious/communicable disease.
  - 52.08 Discuss the proper disposal of contaminated supplies (sharps, gauze sponges, tourniquets, etc.).
  - 52.09 Discuss disinfection of patient care equipment, and areas in which care of the patient occurred.
  - 52.10 Discuss the following relative to HIV - causative agent, body systems affected and potential secondary complications, modes of transmission, the seroconversion rate after direct significant exposure, susceptibility and resistance, signs and symptoms, specific patient management and personal protective measures, and immunization.
  - 52.11 Discuss Hepatitis A (infectious hepatitis), including the causative agent, body systems affected and potential secondary complications, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
  - 52.12 Discuss Hepatitis B (serum hepatitis), including the causative agent, the organ affected and potential secondary complications, routes of transmission, signs and symptoms, patient management and protective measures, and immunization.
  - 52.13 Discuss Hepatitis C, including the causative agent, the organ affected, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
  - 52.14 Discuss Hepatitis D (Hepatitis delta virus), including the causative agent, the organ affected, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
  - 52.15 Discuss Hepatitis E, including the causative agent, the organ affected, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
  - 52.16 Discuss tuberculosis, including the causative agent, body systems affected and secondary complications, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
  - 52.17 Discuss meningococcal meningitis (spinal meningitis), including causative organisms, tissues affected, modes of transmission, susceptibility and resistance,

- signs and symptoms, patient management and protective measures, and immunization and control measures.
- 52.18 Discuss pneumonia, including causative organisms, body systems affected, routes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 52.19 Discuss tetanus, including the causative organism, the body system affected, modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 52.20 Discuss chickenpox, including the causative organism, the body system affected, mode of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization and control measures.
- 52.21 Discuss mumps, including the causative organism, the body organs and systems affected, mode of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 52.22 Discuss rubella (German measles), including the causative agent, the body tissues and systems affected, modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 52.23 Discuss measles (rubeola, hard measles), including the causative organism, the body tissues, organs, and systems affected, mode of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 52.24 Discuss influenza, including causative organisms, the body system affected, mode of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 52.25 Discuss mononucleosis, including the causative organisms, the body regions, organs, and systems affected, modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 52.26 Discuss the characteristics of, and organisms associated with, febrile and afebrile respiratory disease, to include bronchiolitis, bronchitis, laryngitis, croup, epiglottitis, and the common cold.
- 52.27 Discuss gastroenteritis, including the causative organisms, the body system affected, modes of transmission, susceptibility and resistance, signs and symptoms, patient management and protective measures, and immunization.
- 52.28 Consistently demonstrate the use of body substance isolation.
- 52.29 Demonstrate the ability to comply with body substance isolation guidelines.
- 52.30 Perform an assessment of a patient with an infectious/communicable disease.
- 52.31 Effectively and safely manage a patient with an infectious/communicable disease, including airway and ventilation care, support of circulation, pharmacological intervention, transport considerations, psychological support/communication strategies, and other considerations as mandated by local protocol.
- 53.0 Implement the proper treatment plan for a patient with a suspected behavioral emergency. – At the end of this unit, the paramedic student will be able to describe and demonstrate safe, empathetic competence in caring for patients with behavioral emergencies. At the completion of this unit, the paramedic student will be able to:
- 53.01 Define behavior and distinguish between normal and abnormal behavior.
- 53.02 Discuss the prevalence of behavior and psychiatric disorders.

- 53.03 Discuss the factors that may alter the behavior or emotional status of an ill or injured individual.
  - 53.04 Describe the medical legal considerations for management of emotionally disturbed patients.
  - 53.05 Discuss the pathophysiology of behavioral and psychiatric disorders.
  - 53.06 Define the following terms: Affect, Anger, Anxiety, Confusion, Depression, Fear, Mental status, Open-ended questions, Posture
  - 53.07 Describe the verbal techniques useful in managing the emotionally disturbed patient.
  - 53.08 Describe the circumstances when relatives, bystanders and others should be removed from the scene.
  - 53.09 Describe the techniques that facilitate the systematic gathering of information from the disturbed patient.
  - 53.10 Identify techniques for physical assessment in a patient with behavioral problems.
  - 53.11 Describe methods of restraint that may be necessary in managing the emotionally disturbed patient.
  - 53.12 List the risk factors for suicide.
  - 53.13 List the behaviors that may be seen indicating that patient may be at risk for suicide.
  - 53.14 Differentiate between the various behavioral and psychiatric disorders based on the assessment and history.
  - 53.15 Develop a patient management plan based on the field impressions.
  - 53.16 Demonstrate safe techniques for managing and restraining a violent patient.
- 54.0 Implement the proper treatment plan for a patient with a suspected gynecological emergency. – At the end of this unit, the paramedic student will be able to utilize gynecological principles and assessment findings to formulate a field impression and implement the management plan for the patient experiencing a gynecological emergency. At the completion of this unit, the paramedic student will be able to:
- 54.01 Review the anatomic structures and physiology of the female reproductive system.
  - 54.02 Identify the normal events of the menstrual cycle.
  - 54.03 Describe how to assess a patient with a gynecological complaint.
  - 54.04 Explain how to recognize a gynecological emergency.
  - 54.05 Describe the general care for any patient experiencing a gynecological emergency.
  - 54.06 Describe the pathophysiology, assessment, and management of specific gynecological emergencies.
  - 54.07 Value the importance of maintaining a patient's modesty and privacy while still being able to obtain necessary information.
  - 54.08 Defend the need to provide care for a patient of sexual assault, while still preventing destruction of crime scene information.
  - 54.09 Serve as a role model for other EMS providers when discussing or caring for patients with gynecological emergencies.
  - 54.10 Demonstrate how to assess a patient with a gynecological complaint.
  - 54.11 Demonstrate how to provide care for a patient with: Excessive vaginal bleeding, Abdominal pain Sexual assault.

**Course Number: EMS0221**  
**Occupational Completion Point: B**  
**Paramedic 3 – 338 Hours – SOC Code 31-9099**

- 55.0 Implement the proper treatment plan for a patient with a suspected obstetrical emergency. – At the completion of this unit, the paramedic student will be able to apply an understanding of the anatomy and physiology of the female reproductive system to the assessment and management of a patient experiencing normal or abnormal labor. At the completion of this unit, the paramedic student will be able to:
- 55.01 Review the anatomic structures and physiology of the reproductive system.
  - 55.02 Identify the normal events of pregnancy.
  - 55.03 Describe how to assess an obstetrical patient.
  - 55.04 Identify the stages of labor and the paramedic's role in each stage.
  - 55.05 Differentiate between normal and abnormal delivery.
  - 55.06 Identify and describe complications associated with pregnancy and delivery.
  - 55.07 State indications of an imminent delivery.
  - 55.08 Differentiate the management of a patient with predelivery emergencies from a normal delivery.
  - 55.09 State the steps in the predelivery preparation of the mother.
  - 55.10 State the steps to assist in the delivery of a newborn.
  - 55.11 Describe how to care for the newborn.
  - 55.12 Describe how and when to cut the umbilical cord.
  - 55.13 Discuss the steps in the delivery of the placenta.
  - 55.14 Describe the management of the mother post-delivery.
  - 55.15 Describe the procedures for handling abnormal deliveries.
  - 55.16 Describe the procedures for handling complications of pregnancy.
  - 55.17 Describe the procedures for handling maternal complications of labor.
  - 55.18 Describe special considerations when meconium is present in amniotic fluid or during delivery.
  - 55.19 Describe special considerations of a premature baby.
  - 55.20 Demonstrate how to assess an obstetric patient.
  - 55.21 Demonstrate how to provide care for a patient with: Excessive vaginal bleeding, Abdominal pain Hypertensive crisis
  - 55.22 Demonstrate how to prepare the obstetric patient for delivery.
  - 55.23 Demonstrate how to assist in the normal cephalic delivery of the fetus.
  - 55.24 Demonstrate how to deliver the placenta.
  - 55.25 Demonstrate how to provide post-delivery care of the mother.
  - 55.26 Demonstrate how to assist with abnormal deliveries.
  - 55.27 Demonstrate how to care for the mother with delivery complications.
- 56.0 Implement the proper treatment plan for a neonatal emergency. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for a neonatal patient. At the completion of this unit, the paramedic student will be able to:
- 56.01 Define the term neonate.
  - 56.02 Identify important antepartum factors that can affect childbirth.
  - 56.03 Identify important intrapartum factors that can term the newborn high risk.
  - 56.04 Identify the factors that lead to premature birth and low birth weight newborns.



- 56.05 Discuss pulmonary perfusion and asphyxia.
- 56.06 Calculate the APGAR score given various newborn situations.
- 56.07 Determine when ventilatory assistance is appropriate for a newborn.
- 56.08 Prepare appropriate ventilation equipment, adjuncts and technique for a newborn.
- 56.09 Determine when chest compressions are appropriate for a newborn.
- 56.10 Discuss appropriate chest compression techniques for a newborn.
- 56.11 Determine when endotracheal intubation is appropriate for a newborn.
- 56.12 Discuss appropriate endotracheal intubation techniques for a newborn.
- 56.13 Identify complications related to endotracheal intubation for a newborn.
- 56.14 Determine when vascular access is indicated for a newborn.
- 56.15 Discuss the routes of medication administration for a newborn.
- 56.16 Determine when blow-by oxygen delivery is appropriate for a newborn.
- 56.17 Determine when an orogastric tube should be inserted during positive-pressure ventilation.
- 56.18 Discuss the signs of hypovolemia in a newborn.
- 56.19 Discuss the initial steps in resuscitation of a newborn.
- 56.20 Discuss the effects maternal narcotic usage has on the newborn.
- 56.21 Discuss appropriate transport guidelines for a newborn.
- 56.22 Determine appropriate receiving facilities for low and high risk newborns.
- 56.23 Describe the epidemiology, including the incidence, morbidity/ mortality, risk factors and prevention strategies for meconium aspiration.
- 56.24 Discuss the management/treatment plan for meconium aspiration.
- 56.25 Discuss the pathophysiology of apnea in the neonate.
- 56.26 Discuss the assessment findings associated with apnea in the neonate.
- 56.27 Discuss the management/treatment plan for apnea in the neonate.
- 56.28 Describe the epidemiology, including the incidence, morbidity/ mortality and risk factors for bradycardia in the neonate.
- 56.29 Discuss the assessment findings associated with bradycardia in the neonate.
- 56.30 Discuss the management/ treatment plan for bradycardia in the neonate.
- 56.31 Discuss the pathophysiology of premature infants.
- 56.32 Discuss the assessment findings associated with premature infants.
- 56.33 Discuss the management/treatment plan for premature infants.
- 56.34 Discuss the pathophysiology of respiratory distress/ cyanosis in the neonate.
- 56.35 Discuss the assessment findings associated with respiratory distress/ cyanosis in the neonate.
- 56.36 Discuss the management/treatment plan for respiratory distress/ cyanosis in the neonate.
- 56.37 Discuss the pathophysiology of seizures in the neonate.
- 56.38 Discuss the assessment findings associated with seizures in the neonate.
- 56.39 Discuss the management/treatment plan for seizures in the neonate.
- 56.40 Discuss the pathophysiology of fever in the neonate.
- 56.41 Discuss the assessment findings associated with fever in the neonate.
- 56.42 Discuss the management/treatment plan for fever in the neonate.
- 56.43 Discuss the pathophysiology of hypothermia in the neonate.
- 56.44 Discuss the assessment findings associated with hypothermia in the neonate.
- 56.45 Discuss the management/treatment plan for hypothermia in the neonate.
- 56.46 Discuss the pathophysiology of hypoglycemia in the neonate.
- 56.47 Discuss the assessment findings associated with hypoglycemia in the neonate.
- 56.48 Discuss the management/treatment plan for hypoglycemia in the neonate.
- 56.49 Discuss the pathophysiology of vomiting in the neonate.

- 56.50 Discuss the assessment findings associated with vomiting in the neonate.
  - 56.51 Discuss the management/treatment plan for vomiting in the neonate.
  - 56.52 Discuss the pathophysiology of common birth injuries in the neonate.
  - 56.53 Discuss the assessment findings associated with common birth injuries in the neonate.
  - 56.54 Discuss the management/treatment plan for common birth injuries in the neonate.
  - 56.55 Discuss the pathophysiology of cardiac arrest in the neonate.
  - 56.56 Discuss the assessment findings associated with cardiac arrest in the neonate.
  - 56.57 Discuss the management/treatment plan for cardiac arrest in the neonate.
  - 56.58 Discuss the pathophysiology of post arrest management of the neonate.
  - 56.59 Discuss the management/treatment plan to stabilize the post arrest neonate.
  - 56.60 Demonstrate preparation of a newborn resuscitation area.
  - 56.61 Demonstrate appropriate assessment technique for examining a newborn.
  - 56.62 Demonstrate appropriate assisted ventilations for a newborn.
  - 56.63 Demonstrate appropriate endotracheal intubation technique for a newborn.
  - 56.64 Demonstrate appropriate chest compression and ventilation technique for a newborn.
  - 56.65 Demonstrate vascular access cannulation techniques for a newborn except umbilical vein/artery access.
  - 56.66 Demonstrate the initial steps in resuscitation of a newborn.
  - 56.67 Demonstrate blow-by oxygen delivery for a newborn.
- 57.0 Implement the proper treatment plan for the pediatric patient. – At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan for the pediatric patient. At the completion of this unit, the paramedic student will be able to:
- 57.01 Identify key growth and developmental characteristics of infants and children and their implications.
  - 57.02 Identify key anatomical and physiological characteristics of infants and children and their implications.
  - 57.03 Describe techniques for successful assessment of infants and children.
  - 57.04 Describe techniques for successful treatment of infants and children.
  - 57.05 Outline differences in adult and childhood anatomy and physiology.
  - 57.06 Identify "normal" age group related vital signs.
  - 57.07 Determine appropriate airway adjuncts for infants and children.
  - 57.08 Discuss complications of improper utilization of airway adjuncts with infants and children.
  - 57.09 Discuss appropriate ventilation devices for infants and children.
  - 57.10 Discuss complications of improper utilization of ventilation devices with infants and children.
  - 57.11 Identify complications of improper endotracheal intubation procedure in infants and children.
  - 57.12 List the indications and methods for gastric decompression for infants and children.
  - 57.13 Differentiate between upper airway obstruction and lower airway disease.
  - 57.14 Describe the general approach to the treatment of children with respiratory distress, failure, or arrest from upper airway obstruction or lower airway disease.
  - 57.15 Discuss the common causes of hypoperfusion in infants and children.
  - 57.16 Identify the major classifications of pediatric cardiac rhythms.

- 57.17 Discuss the primary etiologies of cardiopulmonary arrest in infants and children.
- 57.18 Discuss the appropriate equipment for vascular access in infants and children.
- 57.19 Identify complications of vascular access for infants and children.
- 57.20 Describe the primary etiologies of altered level of consciousness in infants and children.
- 57.21 Identify common lethal mechanisms of injury in infants and children.
- 57.22 Identify infant and child trauma patients who require spinal immobilization.
- 57.23 Discuss fluid management and shock treatment for infant and child trauma patient.
- 57.24 Determine when pain management and sedation are appropriate for infants and children.
- 57.25 Define child abuse.
- 57.26 Define child neglect.
- 57.27 Define sudden infant death syndrome (SIDS).
- 57.28 Discuss the parent/caregiver responses to the death of an infant or child.
- 57.29 Define children with special health care needs.
- 57.30 Discuss basic cardiac life support (CPR) guidelines for infants and children.
- 57.31 Integrate advanced life support skills with basic cardiac life support for infants and children.
- 57.32 Discuss the indications, dosage, route of administration and special considerations for medication administration in infants and children.
- 57.33 Discuss the pathophysiology of respiratory distress/failure in infants and children.
- 57.34 Discuss the assessment findings associated with respiratory distress/ failure in infants and children.
- 57.35 Discuss the management/treatment plan for respiratory distress/failure in infants and children.
- 57.36 Discuss the pathophysiology of hypoperfusion in infants and children.
- 57.37 Discuss the assessment findings associated with hypoperfusion in infants and children.
- 57.38 Discuss the management/treatment plan for hypoperfusion in infants and children.
- 57.39 Discuss the pathophysiology of cardiac dysrhythmias in infants and children.
- 57.40 Discuss the assessment findings associated with cardiac dysrhythmias in infants and children.
- 57.41 Discuss the management/treatment plan for cardiac dysrhythmias in infants and children.
- 57.42 Discuss the pathophysiology of neurological emergencies in infants and children.
- 57.43 Discuss the assessment findings associated with neurological emergencies in infants and children.
- 57.44 Discuss the management/treatment plan for neurological emergencies in infants and children.
- 57.45 Discuss the pathophysiology of trauma in infants and children.
- 57.46 Discuss the assessment findings associated with trauma in infants and children.
- 57.47 Discuss the management/treatment plan for trauma in infants and children.
- 57.48 Discuss the pathophysiology of abuse and neglect in infants and children.
- 57.49 Discuss the assessment findings associated with abuse and neglect in infants and children.
- 57.50 Discuss the management/treatment plan for abuse and neglect in infants and children, including documentation and reporting.
- 57.51 Discuss the pathophysiology of children with special health care needs including technology assisted children.

- 57.52 Discuss the assessment findings associated for children with special health care needs including technology assisted children.
- 57.53 Discuss the management/treatment plan for children with special health care needs including technology assisted children.
- 57.54 Discuss the pathophysiology of SIDS in infants.
- 57.55 Discuss the assessment findings associated with SIDS infants.
- 57.56 Discuss the management/treatment plan for SIDS in infants.
- 57.57 Demonstrate the appropriate approach for treating infants and children.
- 57.58 Demonstrate appropriate intervention techniques with families of acutely ill or injured infants and children.
- 57.59 Demonstrate an appropriate assessment for different developmental age groups.
- 57.60 Demonstrate an appropriate technique for measuring pediatric vital signs.
- 57.61 Demonstrate the use of a length-based resuscitation device for determining equipment sizes, drug doses and other pertinent information for a pediatric patient.
- 57.62 Demonstrate the appropriate approach for treating infants and children with respiratory distress, failure, and arrest.
- 57.63 Demonstrate proper technique for administering blow-by oxygen to infants and children.
- 57.64 Demonstrate the proper utilization of a pediatric non-rebreather oxygen mask.
- 57.65 Demonstrate proper technique for suctioning of infants and children.
- 57.66 Demonstrate appropriate use of airway adjuncts with infants and children.
- 57.67 Demonstrate appropriate use of ventilation devices for infants and children.
- 57.68 Demonstrate endotracheal intubation procedures in infants and children.
- 57.69 Demonstrate appropriate treatment/management of intubation complications for infants and children.
- 57.70 Demonstrate appropriate needle cricothyroidotomy in infants and children.
- 57.71 Demonstrate proper placement of a gastric tube in infants and children.
- 57.72 Demonstrate an appropriate technique for insertion of peripheral intravenous catheters for infants and children.
- 57.73 Demonstrate an appropriate technique for administration of intramuscular, inhalation, subcutaneous, rectal, endotracheal and oral medication for infants and children.
- 57.74 Demonstrate an appropriate technique for insertion of an intraosseous line for infants and children.
- 57.75 Demonstrate age appropriate basic airway clearing maneuvers for infants and children with a completely obstructed airway.
- 57.76 Demonstrate proper technique for direct laryngoscopy and foreign body retrieval in infants and children with a completely obstructed airway.
- 57.77 Demonstrate appropriate airway and breathing control maneuvers for infant and child trauma patients.
- 57.78 Demonstrate appropriate immobilization techniques for infant and child trauma patients.
- 57.79 Demonstrate treatment of infants and children with head injuries.
- 57.80 Demonstrate appropriate treatment of infants and children with chest injuries.
- 57.81 Demonstrate appropriate treatment of infants and children with abdominal injuries.
- 57.82 Demonstrate appropriate treatment of infants and children with extremity injuries.
- 57.83 Demonstrate appropriate treatment of infants and children with burns.
- 57.84 Demonstrate appropriate parent/caregiver interviewing techniques for infant and child death situations.

- 57.85 Demonstrate proper infant CPR.
  - 57.86 Demonstrate proper child CPR.
  - 57.87 Demonstrate proper techniques for performing infant and child defibrillation and synchronized cardioversion.
- 58.0 Implement the proper treatment plan for the geriatric patient. – At the completion of this unit, the paramedic student will be able to integrate the pathophysiological principles and the assessment findings to formulate and implement a treatment plan for the geriatric patient. At the completion of this unit, the paramedic student will be able to:
- 58.01 Discuss common emotional and psychological reactions to aging to include causes and manifestations.
  - 58.02 Discuss the problems with mobility in the elderly and develop strategies to prevent falls.
  - 58.03 Discuss factors that may complicate the assessment of the elderly patient.
  - 58.04 Describe principles that should be employed when assessing and communicating with the elderly.
  - 58.05 Discuss common complaints of elderly patients.
  - 58.06 Discuss the impact of polypharmacy and medication non-compliance on patient assessment and management.
  - 58.07 Discuss medication issues of the elderly including polypharmacy, dosing errors and increased drug sensitivity.
  - 58.08 Discuss the assessment of the elderly patient with pulmonary complaints, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.
  - 58.09 Identify the need for intervention and transport of the elderly patient with pulmonary complaints.
  - 58.10 Develop a treatment and management plan of the elderly patient with pulmonary complaints, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.
  - 58.11 Discuss the assessment of the elderly patient with complaints related to the cardiovascular system, including myocardial infarction, heart failure, dysrhythmias, aneurism, and hypertension.
  - 58.12 Develop a treatment and management plan of the elderly patient with cardiovascular complaints, including myocardial infarction, heart failure, dysrhythmias, aneurism and hypertension.
  - 58.13 Discuss the assessment of the elderly patient with complaints related to the nervous system, including cerebral vascular disease, delirium, dementia, Alzheimer's disease and Parkinson's disease.
  - 58.14 Develop a treatment and management plan of the elderly patient with complaints related to the nervous system, including cerebral vascular disease, delirium, dementia, Alzheimer's disease and Parkinson's disease.
  - 58.15 Describe the epidemiology for endocrine diseases in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies for patients with diabetes and thyroid diseases.
  - 58.16 Discuss the assessment of the elderly patient with complaints related to the endocrine system, including diabetes and thyroid diseases.
  - 58.17 Develop a treatment and management plan of the elderly patient with endocrine problems, including diabetes and thyroid diseases.
  - 58.18 Develop and execute a treatment and management plan of the elderly patient with gastrointestinal problems.

- 58.19 Develop and execute a treatment and management plan of the elderly patient with toxicological problems.
  - 58.20 Discuss the management/considerations when treating an elderly patient with drug and alcohol abuse.
  - 58.21 Develop and execute a treatment and management plan of the elderly patient with environmental considerations.
  - 58.22 Develop a treatment and management plan of the elderly psychiatric patient, including depression and suicide.
  - 58.23 Discuss the assessment findings common in elderly patients with traumatic injuries, including orthopedic injuries, burns and head injuries.
  - 58.24 Discuss the management/considerations when treating an elderly patient with traumatic injuries, including orthopedic injuries, burns and head injuries.
  - 58.25 Demonstrate the ability to assess a geriatric patient.
  - 58.26 Demonstrate the ability to adjust their assessment to a geriatric patient.
- 59.0 Implement the proper treatment plan for a patient who has sustained abuse or assault. – At the completion of this unit, the paramedic student will be able to integrate the assessment findings to formulate a field impression and implement a treatment plan for the patient who has sustained abuse or assault. At the completion of this unit, the paramedic student will be able to:
- 59.01 Discuss the incidence of abuse and assault.
  - 59.02 Describe the categories of abuse.
  - 59.03 Discuss examples of spouse abuse.
  - 59.04 Discuss examples of elder abuse.
  - 59.05 Discuss examples of child abuse.
  - 59.06 Discuss examples of sexual assault.
  - 59.07 Describe the characteristics associated with the profile of the typical abuser of a spouse.
  - 59.08 Describe the characteristics associated with the profile of the typical abuser of the elder.
  - 59.09 Describe the characteristics associated with the profile of the typical abuser of children.
  - 59.10 Describe the characteristics associated with the profile of the typical assailant of sexual assault.
  - 59.11 Identify the profile of the "at-risk" spouse.
  - 59.12 Identify the profile of the "at-risk" elder.
  - 59.13 Identify the profile of the "at-risk" child.
  - 59.14 Discuss the assessment and management of the abused patient.
  - 59.15 Discuss the legal aspects associated with abuse situations.
  - 59.16 Discuss the documentation associated with abused and assaulted patient.
  - 59.17 Demonstrate the ability to assess a spouse, elder or child abused patient.
  - 59.18 Demonstrate the ability to assess a sexually assaulted patient.
- 60.0 Implement the proper treatment plan for a variety of diverse patients with a suspected emergency. – At the completion of this unit the paramedic student will be able to integrate pathophysiological and psychosocial principles to adapt the assessment and treatment plan for diverse patients and those who face physical, mental, social and financial challenges. At the completion of this unit, the paramedic student will be able to:
- 60.01 Recognize the patient with a hearing impairment.

- 60.02 Anticipate accommodations that may be needed in order to properly manage the patient with a hearing impairment.
  - 60.03 Recognize the patient with a visual impairment.
  - 60.04 Describe the various etiologies and types of speech impairments.
  - 60.05 Recognize the patient with a speech impairment.
  - 60.06 Describe paraplegia/quadriplegia.
  - 60.07 Describe the various etiologies of mental illness.
  - 60.08 Recognize the presenting signs of the various mental illnesses.
  - 60.09 Recognize the patient with a developmental disability.
  - 60.10 Recognize the patient with Down's syndrome.
  - 60.11 Describe the various etiologies of emotional impairment.
  - 60.12 Recognize the patient with an emotional impairment.
  - 60.13 Describe the following diseases/illnesses: Arthritis, Cancer, Cerebral palsy, Cystic fibrosis Multiple sclerosis, Muscular dystrophy, Myasthenia gravis, Poliomyelitis, Spina bifida, patients with a previous head injury
  - 60.14 Identify the possible presenting sign(s) for the following diseases/illnesses: Arthritis, Cancer, Cerebral palsy, Cystic fibrosis, Multiple sclerosis, Muscular dystrophy, Myasthenia gravis, Poliomyelitis, Spina bifida, and patients with a previous head injury.
  - 60.15 Identify a patient that is terminally ill.
  - 60.16 Identify a patient with a communicable disease.
  - 60.17 Recognize the presenting signs of a patient with a communicable disease.
  - 60.18 Recognize sign(s) of financial impairments.
- 61.0 Implement the proper treatment plan for the chronic care patient. – At the completion of this unit, the paramedic student will be able to integrate the pathophysiological principles and the assessment findings to formulate a field impression and implement a treatment plan for the acute deterioration of a chronic care patient. At the completion of this unit, the paramedic student will be able to:
- 61.01 Identify the importance of home health care medicine as related to the ALS level of care.
  - 61.02 Differentiate between the role of EMS provider and the role of the home care provider.
  - 61.03 Discuss the aspects of home care that result in enhanced quality of care for a given patient.
  - 61.04 Discuss the aspects of home care that have a potential to become a detriment to the quality of care for a given patient.
  - 61.05 List complications commonly seen in the home care patients, which result in their hospitalization.
  - 61.06 Define hospice care, comfort care and DNR/DNAR as they relate to local practice, law and policy.
  - 61.07 List the stages of the grief process and relate them to an individual in hospice care.
  - 61.08 Given a series of home care scenarios, determine which patients should receive follow-up home care and which should be transported to an emergency care facility.
  - 61.09 Describe airway maintenance devices typically found in the home care environment.
  - 61.10 Describe devices that provide or enhance alveolar ventilation in the home care setting.

- 61.11 Describe and access indwelling catheters, implanted central IV ports and central line monitoring.
  - 61.12 Describe complications of assessing each of the airway, vascular access, and GI/GU devices described above.
  - 61.13 Describe the indications and contraindications for urinary catheter insertion in an out-of-hospital setting.
  - 61.14 Identify failure of GI/GU devices found in the home care setting.
  - 61.15 Identify failure of ventilatory devices found in the home care setting.
  - 61.16 Identify failure of vascular access devices found in the home care setting.
  - 61.17 Identify failure of drains.
  - 61.18 Discuss the rights of the terminally ill.
  - 61.19 Observe for an infected or otherwise complicated venous access point.
  - 61.20 Demonstrate proper tracheotomy care.
  - 61.21 Demonstrate the insertion of a new inner cannula and/or the use of an endotracheal tube to temporarily maintain an airway in a tracheostomy patient.
- 62.0 Implement the proper treatment plan for patients with common complaints. – At the completion of this unit, the paramedic student will be able to integrate the principles of assessment based management to perform an appropriate assessment and implement the management plan for patients with common complaints. At the completion of this unit, the paramedic student will be able to:
- 62.01 Explain how the paramedic's attitude affects assessment and decision making.
  - 62.02 Explain how uncooperative patients affect assessment and decision making.
  - 62.03 Explain the roles of the team leader and the patient care person.
  - 62.04 List and explain the rationale for carrying the essential patient care items.
  - 62.05 Explain the general approach to the emergency patient.
  - 62.06 Explain the general approach, patient assessment, differentials, and management priorities for patients, including but not limited to the following problems: chest pain, medical and traumatic cardiac arrest, acute abdominal pain, GI bleed, altered mental status, dyspnea, syncope, seizures, environmental or thermal problems, hazardous material or toxic exposure, trauma or multi-trauma patients, allergic reactions, behavioral problems, obstetric or gynecological problems, and pediatric problems.
  - 62.07 Describe how to effectively communicate patient information face to face, over the telephone, by radio, and in writing.
  - 62.08 While serving as team leader, choreograph the EMS response team, perform a patient assessment, provide local/regionally appropriate treatment, present cases verbally and in writing given a moulaged and programmed simulated patient.
  - 62.09 While serving as team leader, assess a programmed patient or mannequin, consider differentials, make decisions relative to interventions and transportation, provide the interventions, patient packaging and transportation, work as a team and practice various roles, including but not limited to the following common emergencies: chest pain. Cardiac arrest, acute abdominal pain, GI bleed, altered mental status, dyspnea, syncope, seizure, thermal/environmental problems, hazardous materials/toxicology, trauma, allergic reactions/bites/envenomation, behavioral, obstetrical, gynecological and pediatric.
- 63.0 Demonstrate the proper procedures to ensure safe and effective ground and air transport. – At the completion of this unit, the paramedic will understand standards and



guidelines that help ensure safe and effective ground and air medical transport. At the completion of this unit, the paramedic student will be able to:

- 63.01 Identify current local and state standards which influence ambulance design, equipment requirements and staffing of ambulances.
  - 63.02 Discuss the importance of completing an ambulance equipment/ supply checklist.
  - 63.03 Discuss the factors to be considered when determining ambulance stationing within a community.
  - 63.04 Describe the advantages and disadvantages of air medical transport.
  - 63.05 Identify the conditions/situations in which air medical transport should be considered.
  - 63.06 Assess personal practices relative to ambulance operations which may affect the safety of the crew, the patient and bystanders.
  - 63.07 Serve as a role model for others relative to the operation of ambulances.
  - 63.08 Value the need to serve as the patient advocate to ensure appropriate patient transportation via ground or air.
  - 63.09 Demonstrate how to place a patient in, and remove a patient from, an ambulance.
- 64.0 Integrate the principles of general incident management and multiple casualty incident management. – At the completion of this unit, the paramedic student will be able to integrate the principles of general incident management and multiple casualty incident (MCI) management techniques in order to function effectively at major incidents. At the completion of this unit, the paramedic student will be able to:
- 64.01 Explain the need for the incident management system (IMS)/incident command system (ICS) in managing emergency medical services incidents.
  - 64.02 Define the term multiple casualty incident (MCI).
  - 64.03 Define the term disaster management.
  - 64.04 Discuss the importance of NIMS (National Incident Management System).
  - 64.05 Describe essential elements of scene size-up when arriving at a potential MCI.
  - 64.06 Describe the role of the paramedics and EMS systems in planning for MCIs and disasters.
  - 64.07 Describe the functional components of the incident management system in terms of the following: command, finance, logistics, operations and planning.
  - 64.08 Differentiate between singular and unified command and when each is most applicable.
  - 64.09 Describe the role of command.
  - 64.10 Describe the need for transfer of command and procedures for transferring it.
  - 64.11 List and describe the functions of the following groups and leaders in ICS as it pertains to EMS incidents: safety, logistics, rehabilitation, staging, treatment, triage, transportation, extrication/rescue, morgue, and communications.
  - 64.12 Describe the role of the physician at multiple casualty incidents.
  - 64.13 Define triage and describe the principles of triage.
  - 64.14 Describe the START (simple triage and rapid treatment) method of initial triage.
  - 64.15 Define primary and secondary triage.
  - 64.16 Describe techniques used to allocate patients to hospitals and track them.
  - 64.17 List and describe the essential equipment to provide logistical support to MCI operations, including but not limited to: Airway, respiratory and hemorrhage control, Burn management, and Patient packaging/immobilization.
  - 64.18 List the physical and psychological signs of critical incident stress.

- 64.19 Describe the role of critical incident stress management sessions in MCIs.
  - 64.20 Explain the organizational benefits for having standard operating procedures (SOPs) for using the incident management system or incident command system.
  - 64.21 Demonstrate the use of local/regional triage tagging system used for primary and secondary triage.
  - 64.22 Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of triage group leader.
  - 64.23 Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of treatment group leader.
  - 64.24 Given a classroom simulation of a MCI with 5-10 patients, fulfill the role of transportation group leader.
- 65.0 Integrate the principles of rescue awareness management. – At the completion of this unit, the paramedic student will be able to integrate the principles of rescue awareness and operations to safely rescue a patient from water, hazardous atmospheres, trenches, highways, and hazardous terrain. At the completion of this unit, the paramedic student will be able to:
- 65.01 Explain the medical and mechanical aspects of rescue situations.
  - 65.02 Explain the role of the paramedic in delivering care at the site of the injury, continuing through the rescue process and to definitive care.
  - 65.03 Describe the phases of a rescue operation.
  - 65.04 Explain the differences in risk between moving water and flat water rescue.
  - 65.05 Explain the effects of immersion hypothermia on the ability to survive sudden immersion and self rescue.
  - 65.06 Explain the phenomenon of the cold protective response in cold water drowning situations.
  - 65.07 Explain the rescue techniques associated with reach-throw-row-go.
  - 65.08 Given a list of rescue scenarios, identify the victim survivability profile and which are rescue versus body recovery situations.
  - 65.09 Explain the self-rescue position if unexpectedly immersed in moving water.
  - 65.10 Identify components necessary to ensure site safety prior to confined space rescue attempts.
  - 65.11 Explain the hazard of cave-in during trench rescue operations.
  - 65.12 Describe the effects of traffic flow on the highway rescue incident including limited access superhighways and regular access highways.
  - 65.13 List and describe the hazards associated with the following auto/ truck components: energy absorbing bumpers, air bag/supplemental restraint systems, catalytic converters and conventional fuel systems, stored energy, and alternate fuel systems.
  - 65.14 Describe methods for emergency stabilization using rope, cribbing, jacks, spare tire, and come-a-longs for vehicles found on their:
  - 65.15 Describe the electrical hazards commonly found at highway incidents (above and below ground).
  - 65.16 Explain the difference between tempered and safety glass, identify its locations on a vehicle and how to break it safely.
  - 65.17 Explain typical door anatomy and methods to access through stuck doors.
  - 65.18 Explain SRS or "air bag" systems and methods to neutralize them.
  - 65.19 Describe the procedure for stokes litter packaging for low angle evacuations.
  - 65.20 Explain techniques to be used in non-technical litter carries over rough terrain.
  - 65.21 Explain non-technical high angle rescue procedures using aerial apparatus.

- 65.22 Explain assessment procedures and modifications necessary when caring for entrapped patients.
  - 65.23 List the equipment necessary for an "off road" medical pack.
  - 65.24 Explain specific methods of improvisation for assessment, spinal immobilization and extremity splinting.
  - 65.25 Explain the indications, contraindications and methods of pain control for entrapped patients.
  - 65.26 Explain the need for and techniques of thermal control for entrapped patients.
  - 65.27 Develop proficiency in patient packaging and evacuation techniques that pertain to hazardous or rescue environments.
  - 65.28 Demonstrate methods of "stokes" packaging for patients being vertically lifted (high angle), horizontally lifted (low angle), and carried over rough terrain.
  - 65.29 Demonstrate methods of packaging for patients being vertically lifted without stokes litter stretcher packaging.
  - 65.30 Demonstrate litter securing techniques for patients being evacuated by aerial apparatus.
  - 65.31 Demonstrate in-water spinal immobilization techniques.
  - 65.32 Demonstrate donning and properly adjusting a PFD.
- 66.0 Integrate the principles of human hazard awareness. – At the completion of this unit, the paramedic student will have an awareness of the human hazard of crime and violence and the safe operation at crime scenes and other emergencies. At the completion of this unit, the paramedic student will be able to:
- 66.01 Explain specific techniques for risk reduction when approaching the following types of routine EMS scenes: highway encounters, violent street incidents, and residences and "dark houses".
  - 66.02 Describe warning signs of potentially violent situations.
  - 66.03 Describe police evidence considerations and techniques to assist in evidence preservation.
  - 66.04 Demonstrate field contact and cover procedures during assessment and care, evasive tactics, and concealment techniques.
- 67.0 Integrate the principles of general incident management of hazardous materials emergencies. – At the completion of this unit, the paramedic student will be able to evaluate hazardous materials emergencies, call for appropriate resources, and work in the cold zone. At the completion of this unit, the paramedic student will be able to:
- 67.01 Identify resources for substance identification, decontamination and treatment information, including but not limited to the following: poison control center, medical control, material safety data sheets (MSDS), reference textbooks, computer databases (CAMEO), CHEMTREC, technical specialists and agency for toxic substances and disease registry.
  - 67.02 Explain primary and secondary contamination risk.
  - 67.03 List and describe the following routes of exposure: topical, respiratory, gastrointestinal, and parenteral.
  - 67.04 Explain how the substance and route of contamination alters triage and decontamination methods.
  - 67.05 Explain the limitations of field decontamination procedures.
  - 67.06 Explain the use and limitations of personal protective equipment (PPE) in hazardous material situations.

- 67.07 List and explain the common signs, symptoms and treatment for the following substances: corrosives (acids/alkalis), pesticides (carbarnates/organophosphates), chemical asphyxiants (cyanide/carbon monoxide), and hydrocarbon solvents (xylene, methylene chloride).
- 67.08 Identify local facilities and resources capable of treating patients exposed to hazardous materials.
- 67.09 Define the following terms and explain their importance to the risk assessment process: boiling point, flammable/explosive limits, flash point, ignition temperature, specific gravity, vapor density, vapor pressure, water solubility, and alpha, beta, and gamma radiation.
- 67.10 Define the following toxicologic terms and their use in the risk assessment process: threshold limit value (TLV), lethal concentration and doses (LD), parts per million/billion (ppm/ppb), immediately dangerous to life and health (IDLH), permissible exposure limit (PEL), short term exposure limit (TLV-STEL), and ceiling level (TLV-C).
- 67.11 Determine the appropriate level of PPE to include: types, application, use and limitations, and use of chemical compatibility chart.
- 67.12 Explain decontamination procedures when functioning in the following modes: critical patient rapid two step decontamination process and non-critical patient eight step decontamination process.
- 67.13 Explain specific decontamination procedures.
- 67.14 Explain the documentation necessary for Haz-Mat medical monitoring and rehabilitation operations, including the substance, the toxicity and danger of secondary contamination, appropriate PPE and suit breakthrough time, appropriate level of decontamination, appropriate antidote and medical treatment and transportation method.
- 67.15 Given a simulated hazardous substance, use reference material to determine the appropriate actions.
- 67.16 Demonstrate the donning and doffing of appropriate PPE.
- 67.17 Set up and demonstrate an emergency two-step decontamination process.