



## **Section IV**

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Wisconsin Standards for Health Science



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### **Wisconsin Standards for Health Science**

High quality healthcare is vital to the citizens of Wisconsin and represents a growth industry for the state. According to the Wisconsin Department of Workforce Development, of the ten industries with the highest number of new jobs in Wisconsin, four will hire healthcare workers.<sup>^</sup> **Wisconsin Standards for Health Science** address increased academic, technical, and employability knowledge and skills that are critical for students to be college and healthcare career ready. Coursework develops foundation skills and explores career opportunities within each of the five career pathways. High quality programs of study include differentiated instruction to meet the needs of all learners and provide access to the following educational experiences:

- Work-Based Learning Programs such as State Certified Skills Cooperative Education Certificate;
- Career and Technical Student Organization such as HOSA: Future Health Professionals; and
- classroom delivery of learning priorities that document the integration of academic and technical skills.

### **Health Science Pathways**

Health Science is an important part of Career and Technical Education (CTE) in Wisconsin. Health Science National Career Pathways include:

- Biotechnology Research and Development
- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services

Health Science programs may also include Science, Technology, Engineering and Mathematics (STEM) concepts that can be delivered through multiple courses such as Biomedical Sciences and Physiology and Anatomy.

Programs of study are developed by school districts to determine the coursework, work-based experiences, and school and community involvement that best prepare students for college and career readiness. Courses are developed to meet the Health Science Foundation Standards by the completion of a program of study. If a district offers advanced coursework during high school, students may work on specific Health Science Pathway Standards. However, most pathway standards are met through postsecondary instruction.

The **Wisconsin Standards for Health Science** were developed based on the National Healthcare Standards and Accountability from the National Consortium for Health Science Education. Wisconsin's standards are broken into two areas: Health Science Foundation Standards and Health Science Pathway Standards. Foundation Standards form the basis of secondary classroom instruction and are used to develop all health science courses. Individual classes may include all of the Foundation Standards or parts of them depending on course content.

**Wisconsin Standards for Health Science** also include a section entitled "Health Science Pathway Standards". These standards are typically addressed at the postsecondary level. However, in school districts where advanced health science instruction takes place, students in grades 11 and 12 may take coursework that addresses these more specific pathway standards. Students should meet all "Health Science Foundation Standards" prior to instruction in pathway standards.



The chart below identifies the two standards areas.

Health Science Foundation Standards		Health Science Pathway Standards
Academic Foundations in Health Science	Ethical Practices for Healthcare Safety within Healthcare Settings	Biotechnology Research and Development
Communications within Healthcare Settings	Teamwork Skills for Healthcare Workers	Diagnostic Services
Healthcare Systems	Health Maintenance Practices	Health Informatics
Employability Skills for Healthcare Workers	Technical Skills for Healthcare Workers	Support Services
Legal Responsibilities of Healthcare Providers	Health Information Technology for Healthcare Applications	Therapeutic Services

Wisconsin’s Standards for Healthcare Foundations offer an answer to the question, “What does a worker need to know and be able to contribute to the delivery of safe and effective healthcare?” The standards represent core expectations most workers need to succeed in health careers. Benefits of having nationally validated healthcare standards include potential to forge strong links among various stakeholders. The foundation standards provide a common language, common goal, and a common reference point for educators, employers and consumers. The standards allow:

- Students and parents to have clear direction to help set goals for future employment;
- Educators are able to design quality curriculum and instruction consistent with industry expectations; and
- Consumers and employers benefit from high quality, efficient healthcare delivery from well-trained workers.

Wisconsin’s Health Science Pathway Standards are implemented in post-secondary instruction or in school districts where advanced health science is taught. They are included in this document for advanced secondary instruction and as a guide for secondary instructors to see the continued standards within a program of study.

The following chart outlines a curriculum alignment of the content area standards into a variety of course types that may be developed within local school districts. **Wisconsin Common Career Technical Standards (WCCTS)** guide instruction in all areas of career and technical education. As indicated in the chart below, these standards are a part of all health science coursework.

*Note: The following chart identifies the primary standard source (P) for a specific type of course. Additionally, the secondary standard sources (S) may also be used to compliment the primary standard source within a type of course. The types of courses listed are not inclusive of all health science courses. School districts may have a variety of names for these types of courses.*



P=Primary source/s=secondary source

Type of Course	Common Career & Technical Education Standards						Foundation Standards											Pathway Standards				
	Global and Cultural Awareness	Life & Career Skills, Career Development, & Employability Skills	Information, Media & Technology	Sustainability, Environmental, & Safety	Leadership	Communication, Creativity, Collaboration, & Critical Thinking	Academic Foundations	Health Care Communications	Health Care Systems	Employability Skills	Legal Responsibilities	Ethics in Health Care	Safety in Health Care	Health Care Technology	Health Maintenance Practices	Technical Skills	Health Information Technology	Biotechnology Research and	Diagnostic Services	Informatics	Support Services	Therapeutic Services
Body Structure/Function or Anatomy/Physiology	s	s	s	s	s	s	P	s	s	s	s	s	s	s	P	P	s	s	s	s	s	s
Careers in Health Care	s	s	s	s	s	s	s	s	P	P	s	s	s	P	s	s	s	s	s	s	s	s
Human Growth & Development	s	s	s	s	s	s	P	s	s	s	s	s	s	s	P	s	s	s	s	s	s	s
Introduction to Health Science	s	s	s	s	s	s	s	P	P	P	P	P	P	P	P	P	P	s	s	s	s	s
Medical Assisting	s	s	s	s	s	s	s	P	P	s	P	P	P	s	s	P	P	s	P	P	s	s
Medical Terminology	s	s	s	s	s	s	P	P	s	s	s	s	s	s	s	s	s	s	s	s	s	s
Nutrition and Wellness	s	s	s	s	s	s	P	s	s	s	s	s	s	s	P	s	s	s	s	s	s	s
Nursing Assisting	s	s	s	s	s	s	P	P	P	P	P	P	P	P	P	P	P	s	s	s	s	P
Sports Medicine	s	s	s	s	s	s	P	s	s	s	P	P	P	s	P	P	P	s	P	s	s	P

### Program Structure

Health Science has a myriad of content and standards-based courses that focus on preparation for careers in healthcare. Health Science should not be mistaken for the required health education class that focuses on personal and societal health.

### Range of Coursework in Health Science Programming

The following list includes courses that *may be* part of a Health Science Program of Study. The titles are derived from the I.E.S. Codes.

- Exploration of Health Care Occupations, Code 14001
- Comprehensive Health Care Occupations, Code 14002
- Nursing Assistant (with clinical portion taught by an RN with long-term care experience), Code 14051
- Care of Athletes (Sports Medicine), Code 14062
- Medical/Clerical Assisting, Code 14151
- Medical Terminology, Code 14154
- Health Science, Code 14251
- Biotechnology, Code 14252
- Anatomy and Physiology, Code 03053
- Work-based Learning Options

*The above list of courses is not inclusive of all types of health science courses. School districts may have a variety of names for the courses on the list.*



Health Science concepts are taught at all grade levels by classroom teachers. Elementary and middle school education serve as the foundational background to advanced study in high school health science courses. The table below illustrates one possible configuration within a health science career pathway.

Introduction to Health Science		
Grades PK-5	Grades 6-8	Grades 9-12
World of work	Medical career options	Planning and preparation for healthcare careers in specific pathways

Medical Terminology		
Grades PK-5	Grades 6-8	Grades 9-12
Word parts – suffixes and prefixes	Medical words and their meaning	Knowledge and use of medical terminology as it relates to healthcare practices

Anatomy and Physiology		
Grades PK-5	Grades 6-8	Grades 9-12
Parts of the body	Body systems	Structure and function of the human body as it relates to development, disease, healthy lifestyle

Certified Nursing Assisting		
Grades PK-5	Grades 6-8	Grades 9-12
Caring for self and others	Following written and oral instructions when performing tasks	Education and training to prepare of certification as a nursing assistant

**Delivery of Health Science Courses**

These are multiple ways that students access Health Science courses within the K-12 system.

- Face-to-Face Classroom Instruction
- Digital Learning
- Partnering with Technical College or University
- Transcribed Credit (should be strongly considered)
- Youth Options
- Work-Based Learning (State Certified Skill Standards, Youth Apprenticeship, etc.)

*Note: Each district determines the best setting for courses within the school.*

**Licensure**

There is no specific PI-34 teacher licensure for Health Science in Wisconsin. Health Science courses are taught by other Wisconsin licensed instructors.

Currently, **CTE licensed** instructors who teach specific courses listed in a health science pathway are usually licensed in:

- Family and Consumer Sciences - DPI License Numbers 210, 215, 216
- Business and Information Technology - DPI License Numbers 250, 251, 281



**Non-CTE licensed** teachers, but who have the following license(s), could also teach Health Science courses if the content aligns with health science standards:

- Health Education - DPI License Number 910
- Broadfield Science - DPI License Number 601
- Biology/Life Science - DPI License Number 605

The **health science** course content aligns with the standards of the subject area for which the teacher is licensed. For example, Family and Consumer Sciences standards align with the content in health science courses, therefore a Family and Consumer Sciences teacher is appropriately licensed to teach certain health science courses. **The local district assures this alignment.**

### Examples of Course and Licensure Configurations within Health Science Career Pathways

*Note: These are merely examples. Other configurations are possible.*

#### Configuration 1

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>▪ Introduction to Health Science</li><li>▪ Medical Terminology</li><li>▪ Anatomy and Physiology</li><li>▪ Certified Nursing Assisting<ul style="list-style-type: none"><li>○ <i>co-taught by RN with three years experience in long-term care</i></li></ul></li></ul> | <p><u>Licensed Teacher</u></p> <ul style="list-style-type: none"><li>Family and Consumer Sciences</li><li>Family and Consumer Sciences</li><li>Science</li><li>Family and Consumer Sciences</li></ul> |
|---|---|

#### Configuration 2

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>▪ Introduction to Health Science Careers</li><li>▪ Advanced Health Science Careers</li><li>▪ Medical Terminology</li><li>▪ Certified Nursing Assisting</li></ul> | <p><u>Licensed Teacher</u></p> <ul style="list-style-type: none"><li>Family and Consumer Sciences</li><li>Family and Consumer Sciences</li><li>Health</li><li>Technical College System Instructor (through Youth Options)</li></ul> |
|--|---|

#### Configuration 3

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>▪ Introduction to Health Science Careers</li><li>▪ Medical Terminology</li><li>▪ Medical Assisting and Office Procedures</li></ul> | <p><u>Licensed Teacher</u></p> <ul style="list-style-type: none"><li>Family and Consumer Sciences</li><li>Science</li><li>Business and Information Technology</li></ul> |
|--|---|

#### Configuration 4

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ Introduction to Health Science Careers</li><li>▪ Medical Terminology</li><li>▪ Anatomy and Physiology</li><li>▪ Sports Medicine</li></ul> | <p><u>Licensed Teacher</u></p> <ul style="list-style-type: none"><li>Family and Consumer Sciences</li><li>Business and Information Technology</li><li>Science</li><li>Health</li></ul> |
|---|--|



#### Configuration 5

- Introduction to Health Science Careers
- Medical Terminology
- Medical Careers
- Anatomy and Physiology

#### Licensed Teacher

Family and Consumer Sciences  
Technical College System Instructor  
Health  
Science

#### **In Closing**

Health Science programming is vital to the economy and the delivery of healthcare for the future. The program may look different from one school district to another. Each district must work with the local community, business and industry, and labor market information to create a health science program that meets its needs and prepares students to be college and career ready.

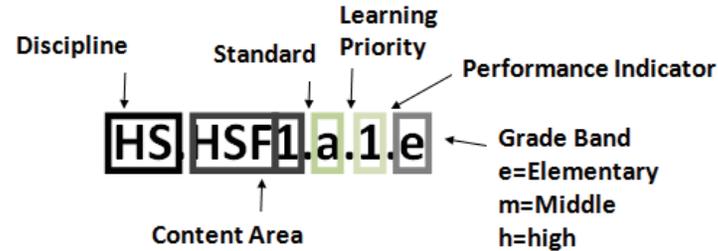
^ Department of Workforce Development, [dwd.wisconsin.gov/dwd/default\\_facts\\_data.htm](http://dwd.wisconsin.gov/dwd/default_facts_data.htm).



## Standard Structure

The Wisconsin Standards for Career and Technical Education, including the Wisconsin Common Career Technical Standards, each follow a similar structure.

### Standard Coding



**Performance Indicator by Grade Band:**  
 Measurable degree to which a standard has been developed and/or met

### Standard Formatting

- Discipline** →
- Content Area** →
- Standard:** Broad statement that tells what students are expected to know or be able to do →
- Learning Priority:** Breaks down the broad statement into manageable learning pieces →

Wisconsin Standards for Health Science (HS)			
Content Area: HSF/Health Science Foundations			
Standard: HSF1: Academic Foundations in Health Science: Students will apply the academic subject matter required for proficiency within their area.			
Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
HSF1.a: Relate the knowledge of structures to the functions of the human body.	HSF1.a.1.e: Identify parts of the human body.	HSF1.a.4.m: Determine the difference between tissues, organs, and systems of the human body.	HSF1.a.7.h: Classify the basic structural and functional organization of the human body (i.e., cell, tissue, organ, and system).
	HSF1.a.2.e: Name basic directional terms in relation to the human body.	HSF1.a.5.m: Locate directional terms and cavities of the human body.	HSF1.a.8.h: Use body planes, directional terms, quadrants, and cavities to communicate body locations.
	HSF1.a.3.e: Match individual organs to the correct body systems.	HSF1.a.6.m: Describe the functions of each organ system.	HSF1.a.9.h: Explain the interrelationships between body structures and body functions.

### Grade Bands

Grade bands of PK-5, 6-8, and 9-12 align to typical elementary, middle, and high school levels.

- Grade band PK-5 performance indicators represent knowledge and skills that should be integrated throughout the elementary curriculum. Career and technical education teachers in districts can be an excellent resource to assist in the development of curriculum and activities.
- Career and technical education should be part of the core curriculum for all middle school students. Awareness, exploration, and building foundational skills for career pathways occur in middle school. The performance indicators in grade band 6-8 showcase these foundational skills with an emphasis on career development.
- Career and technical education at the high school level must go beyond awareness and exploration. Students should be developing specific knowledge and skills that are transferrable to other coursework, a job-site, or postsecondary options. Performance indicators for grades 9-12 align specifically to industry standards and expectations for career clusters and pathways.



## Wisconsin Standards for Health Science (HS)

### Content Area: HSF/Health Science Foundations

**Standard: HSF1: Academic Foundations in Health Science:** Students will apply the academic subject matter required for proficiency within their area.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>HSF1.a:</b> Relate the knowledge of structures to the functions of the human body.	<b>HSF1.a.1.e:</b> Identify parts of the human body.	<b>HSF1.a.4.m:</b> Determine the difference between tissues, organs, and systems of the human body.	<b>HSF1.a.7.h:</b> Classify the basic structural and functional organization of the human body (i.e., cell, tissue, organ, and system).
	<b>HSF1.a.2.e:</b> Name basic directional terms in relation to the human body.	<b>HSF1.a.5.m:</b> Locate directional terms and cavities of the human body.	<b>HSF1.a.8.h:</b> Use body planes, directional terms, quadrants, and cavities to communicate body locations.
	<b>HSF1.a.3.e:</b> Match individual organs to the correct body systems.	<b>HSF1.a.6.m:</b> Describe the functions of each organ system.	<b>HSF1.a.9.h:</b> Explain the interrelationships between body structures and body functions.
<b>HSF1.b:</b> Identify diseases and disorders which affect the human body and related biomedical therapies.	<b>HSF1.b.1.e:</b> Describe signs of illness.	<b>HSF1.b.3.m:</b> Identify common diseases and disorders of the human body (i.e. influenza, heart disease, diabetes, cancer).	<b>HSF1.b.5.h:</b> Describe prevention, pathology, diagnosis and treatment of diseases and disorders of the human body.
	<b>HSF1.b.2.e:</b> Identify methods that promote recovery from human diseases and disorders.	<b>HSF1.b.4.m:</b> Describe healthcare treatments that promote recovery from human diseases and disorders.	<b>HSF1.b.6.h:</b> Investigate current research related to biomedical therapies for the treatment of human diseases and disorders.
<b>HSF1.c:</b> Use appropriate mathematical tools as they apply to the practice of healthcare.	<b>HSF1.c.1.e:</b> Demonstrate accurate measurement of length, volume, and mass of discrete objects.	<b>HSF1.c.4.m:</b> Convert measurements between temperature scales, fractions and decimals and U.S. Standard and metric.	<b>HSF1.c.7.h:</b> Use mathematical computations as required to complete healthcare procedures.
	<b>HSF1.c.2.e:</b> Read information contained in diagrams, charts, graphs and tables.	<b>HSF1.c.5.m:</b> Create diagrams, charts, graphs and tables to communicate information.	<b>HSF1.c.8.h:</b> Analyze diagrams, charts, graphs and tables to interpret healthcare results.
	<b>HSF1.c.3.e:</b> Tell time using a 12-hour clock.	<b>HSF1.c.6.m:</b> Differentiate between Greenwich time and 24-hour clock.	<b>HSF1.c.9.h:</b> Record time using the 24-hour clock in healthcare settings.
<b>HSF1.d:</b> Use knowledge of life stages to interact effectively with patients, clients, and residents.	<b>HSF1.d.1.e:</b> Identify life stages throughout develop.	<b>HSF1.d.4.m:</b> Distinguish between emotional, physical, intellectual, and social development.	<b>HSF1.d.7.h:</b> Recognize emotional, physical, intellectual, and social needs specific to each stage of life.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>HSF1.d.2.e:</b> Identify ways in which people grow and develop.	<b>HSF1.d.5.m:</b> Differentiate between growth and development as it applies to life stages.	<b>HSF1.d.8.h:</b> Apply knowledge of growth and development in identifying related changes when interacting with patients, clients, and residents.
	<b>HSF1.d.3.e:</b> Identify basic human needs.	<b>HSF1.d.6.m:</b> Provide examples of ways in which life stages affect an individual's needs.	<b>HSF1.d.9.h:</b> Analyze the effect of unmet needs on individual development through life stages.
			<b>HSF1.d.10.h:</b> Assess human needs of life stages to guide interactions with healthcare patients, clients, and residents.
<b>Standard: HSF2: Communications within Healthcare Settings:</b> Students will apply various methods of giving and obtaining health care information and communicate effectively both orally and in writing.			
<b>HSF2.a:</b> Apply the concepts of effective verbal and nonverbal communication in the healthcare industry.	<b>HSF2.a.1.e:</b> Identify types of verbal and nonverbal communication used with patients.	<b>HSF2.a.6.m:</b> Role-play types of verbal and nonverbal communication between healthcare providers and patients.	<b>HSF2.a.11.h:</b> Interpret verbal and nonverbal communication in healthcare, including trends that increase the need for improved communication.
	<b>HSF2.a.2.e:</b> Identify barriers to communication with patients and healthcare workers (i.e. body language, interrupting).	<b>HSF2.a.7.m:</b> Explore ways that barriers interfere with communication in the healthcare setting (i.e., physical disability, psychological barriers).	<b>HSF2.a.12.h:</b> Demonstrate techniques for overcoming communication barriers in the healthcare setting.
	<b>HSF2.a.3.e:</b> Discuss why knowing the difference between opinions vs. factual information is important when dealing with illness.	<b>HSF2.a.8.m:</b> Differentiate between subjective and objective information for healthcare workers.	<b>HSF2.a.13.h:</b> Report subjective and objective information in healthcare communication.
	<b>HSF2.a.4.e:</b> Identify the sender and the receiver in communication between a doctor and a patient.	<b>HSF2.a.9.m:</b> Describe the elements of healthcare communication using a sender-receiver model.	<b>HSF2.a.14.h:</b> Use sender-receiver model in healthcare communication scenarios.
	<b>HSF2.a.5.e:</b> List qualities of a good listener and speaker in healthcare scenarios.	<b>HSF2.a.10.m:</b> Identify appropriate speaking and active listening skills to communicate information in a healthcare setting.	<b>HSF2.a.15.h:</b> Apply active listening skills in healthcare communication.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>HSF2.b:</b> Utilize medical terminology appropriate to a specific health science occupation.	<b>HSF2.b.1.e:</b> Identify roots, prefixes and suffixes in words related to healthcare.	<b>HSF2.b.4.m:</b> Analyze roots, prefixes and suffixes to determine correct meanings of medical words.	<b>HSF2.b.7.h:</b> Use roots, prefixes and suffixes to communicate healthcare information using the appropriate medical terminology.
	<b>HSF2.b.2.e:</b> Find simple abbreviations used by medical professionals.	<b>HSF2.b.5.m:</b> Identify medically relevant abbreviations.	<b>HSF2.b.8.h:</b> Use medical abbreviations to communicate information in healthcare.
	<b>HSF2.b.3.e:</b> Describe illness or injury.	<b>HSF2.b.6.m:</b> Define medical terminology and abbreviations as related to illness or injury.	<b>HSF2.b.9.h:</b> Use appropriate medical terminology to communicate.
<b>HSF2.c:</b> Develop written communication skills to meet healthcare industry standards.	<b>HSF2.c.1.e:</b> Use correct spelling, grammar and punctuation writing medical stories.	<b>HSF2.c.3.m:</b> Identify elements of professional quality healthcare documents in print and electronic formats.	<b>HSF2.c.5.h:</b> Use written communication to produce professional quality healthcare documents.
	<b>HSF2.c.2.e:</b> Read charts of health information.	<b>HSF2.c.4.m:</b> Collect, organize and record health observations using a chart format.	<b>HSF2.c.6.h:</b> Develop proper procedures for charting and documenting information in a patient healthcare record.
<b>Standard: HSF3: Systems in Healthcare:</b> Students will illustrate how a healthcare worker’s role fits into a department, an organization, and the overall healthcare environment, identifying how key systems influence services performed and quality of care.			
<b>HSF3.a:</b> Delineate elements and examples of healthcare delivery systems focusing on funding sources, organizational mission and purpose and types of facilities and services.	<b>HSF3.a.1.e:</b> Identify healthcare facilities within their communities and tasks performed by people who work there.	<b>HSF3.a.2.m:</b> Classify healthcare organizations as public, private, government or non-profit and describe the roles of workers.	<b>HSF3.a.4.h:</b> Compare and contrast various healthcare delivery systems.
		<b>HSF3.a.3.m:</b> Describe services provided by various types of healthcare facilities (public, private, government, non-profit).	<b>HSF3.a.5.h:</b> Describe ways in which different healthcare delivery systems interact with one another.
			<b>HSF3.a.6.h:</b> Evaluate effectiveness of the healthcare delivery system in meeting societal needs.
<b>HSF3.b:</b> Explain the factors influencing healthcare delivery systems (aging populations, non-traditional gender roles, financing and culture).		<b>HSF3.b.1.m:</b> Identify current factors influencing the healthcare delivery system.	<b>HSF3.b.2.h:</b> Analyze the influence of these factors on healthcare delivery.
			<b>HSF3.b.3.h:</b> Predict influences on healthcare delivery systems in future years.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>HSF3.c:</b> Describe the responsibilities of consumers within the healthcare system (respect rights of healthcare workers and other patients, responsible healthcare habits, becoming an educated advocate for yourself).	<b>HSF3.c.1.e:</b> Identify ways in which people appropriately use consumer healthcare.	<b>HSF3.c.2.m:</b> Distinguish between responsible and irresponsible consumer behavior within the healthcare delivery system.	<b>HSF3.c.3.h:</b> Analyze the effects of positive and negative consumer healthcare behavior.
<b>HSF3.d:</b> Explain the impact of emerging issues such as technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems.		<b>HSF3.d.1.m:</b> Describe emerging issues related to technology, epidemiology, bioethics and socioeconomics.	<b>HSF3.d.2.h:</b> Analyze the impact of emerging issues on the health care delivery system.
			<b>HSF3.d.3.h:</b> Predict emerging issues impacting the health care delivery system.
<b>HSF3.e:</b> Discuss common methods of payment for healthcare.	<b>HSF3.e.1.e:</b> Recognize payment is made for exchange of health care services.	<b>HSF3.e.2.m:</b> Describe ways people pay for health care services (i.e., government programs, private insurance, self-fund).	<b>HSF3.e.4.h:</b> Explain eligibility requirements for various healthcare payment programs.
		<b>HSF3.e.3.m:</b> Explain insurance related terms (i.e. premium, deductible, co-insurance, co-payment).	<b>HSF3.e.5.h:</b> Compare and contrast various types of healthcare insurance.
			<b>HSF3.e.6.h:</b> Analyze the effects of healthcare insurance on healthcare delivery.
<b>Standard: HSF4: Employability Skills for Healthcare Workers:</b> Students will demonstrate how employability skills enhance their employment opportunities and job satisfaction.			
<b>HSF4.a:</b> Demonstrate personal traits of healthcare professionals and positive work behaviors for retaining employment in the healthcare industry.		<b>HSF4.a.4.m:</b> Define and list personal traits that might be possessed by people in the healthcare field.	<b>HSF4.a.8.h:</b> Perform a personal assessment, comparing own traits to traits and attitudes desirable for a healthcare professionals.
	<b>HSF4.a.1.e:</b> Describe clothing worn and hygiene behaviors of a variety of healthcare workers.	<b>HSF4.a.5.m:</b> Discuss possible implications of inappropriate dress and hygiene practices of healthcare workers.	<b>HSF4.a.9.h:</b> Model the professional standards of dress, appearance and hygiene practices as required in the healthcare environment.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>HSF4.a.2.e:</b> Identify traits of a good healthcare worker.	<b>HSF4.a.6.m:</b> List positive work behaviors for healthcare professionals.	<b>HSF4.a.10.h:</b> Distinguish between examples of appropriate and inappropriate behavior for health care workers.
	<b>HSF4.a.3.e</b> Demonstrate appropriate behavior in varied settings (i.e., classroom, home, clinics and hospitals).	<b>HSF4.a.7.m:</b> Distinguish between appropriate behaviors in a social vs. professional healthcare setting.	<b>HSF4.a.11.h:</b> Identify positive work behaviors for retaining employment in healthcare settings.
<b>HSF4.b:</b> Examine healthcare opportunities to develop a quality career plan.	<b>HSF4.b.1.e:</b> Identify different kinds of medical jobs.	<b>HSF4.b.5.m:</b> Explain how healthcare jobs are organized into career ladders.	<b>HSF4.b.9.h:</b> Analyze the relationship between educational achievements, work experience and career development for healthcare workers.
	<b>HSF4.b.2.e:</b> Describe jobs in healthcare.	<b>HSF4.b.6.m:</b> Classify careers within the five health sciences career pathways.	<b>HSF4.b.10.h:</b> Develop skills and aptitudes required for healthcare careers in each pathway.
	<b>HSF4.b.3.e:</b> Describe the difference between on-the-job training and formal education for a medical career.	<b>HSF4.b.7.m:</b> Explain the progression of healthcare job titles achieved with increasing education and experience.	<b>HSF4.b.11.h:</b> Describe credentialing requirements for healthcare workers (i.e., licensing, certification, registration).
	<b>HSF4.b.4.e:</b> Identify personal interests, skills and aptitudes that lead to success in healthcare careers.	<b>HSF4.b.8.m:</b> Match personal aptitudes with healthcare career opportunities to create a career goal.	<b>HSF4.b.12.h:</b> Develop an educational plan to achieve healthcare career goal.
<b>HSF4.c:</b> Demonstrate skills related to seeking and applying for employment to find and obtain a healthcare job.		<b>HSF4.c.2.m:</b> Identify the steps needed to obtain employment in healthcare.	<b>HSF4.c.5.h:</b> Practice skills required for healthcare job acquisition.
	<b>HSF4.c.1.e:</b> Name examples of sources for locating healthcare job openings.	<b>HSF4.c.3.m:</b> Interpret abbreviations and terminology used in healthcare job postings.	<b>HSF4.c.6.h:</b> Use multiple resources to locate healthcare job opportunities connected to career goal or plan.
		<b>HSF4.c.4.m:</b> Differentiate between an academic portfolio and professional portfolio for healthcare workers.	<b>HSF4.c.7.h:</b> Develop components of a professional portfolio that facilitates progress toward a healthcare career goal.



**Standard: HSF5: Legal Responsibilities of Healthcare Providers:** Students will identify the legal responsibilities, limitations and implications of actions within the healthcare delivery setting, performing duties according to regulations, policies, laws and legislated rights of clients.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
<b>HSF5.a:</b> Interpret and evaluate legal responsibilities and implications in a variety of healthcare settings.	<b>HSF5.a.1.e:</b> Describe right and wrong in medical stories.	<b>HSF5.a.3.m:</b> Demonstrate behavior that is consistent with personal values of a healthcare worker.	<b>HSF5.a.6.h:</b> Compare and contrast values and legal responsibilities of healthcare delivery systems and healthcare workers.
	<b>HSF5.a.2.e:</b> Recognize laws and legal responsibilities of citizens and healthcare workers.	<b>HSF5.a.4.m:</b> Compare and contrast personal values and personal legal responsibilities.	<b>HSF5.a.7.h:</b> Evaluate personal and professional behaviors for working legally in healthcare.
		<b>HSF5.a.5.m:</b> Discuss implications of illegal behaviors in communities.	<b>HSF5.a.8.h:</b> Explain ramifications of illegal behaviors on healthcare delivery and healthcare workers.
<b>HSF5.b:</b> Examine and assess standards for Health Insurance Portability and Accountability Act (HIPAA).	<b>HSF5.b.1.e:</b> Identify circumstances that require privacy.	<b>HSF5.b.3.m:</b> Recognize situations in which confidentiality must be maintained in healthcare settings.	<b>HSF5.b.6.h:</b> Describe procedures and protocols used in healthcare settings to protect the privacy of patient information.
	<b>HSF5.b.2.e:</b> Determine situations in which sharing private information is necessary and/or beneficial.	<b>HSF5.b.4.m:</b> Describe appropriate individuals and procedures for sharing confidential information.	<b>HSF5.b.7.h:</b> Identify circumstances in which confidential information may legally be shared in healthcare settings.
		<b>HSF5.b.5.m:</b> Describe legal guidelines and procedures for sharing patient information.	<b>HSF5.b.8.h:</b> Identify potential consequences of non-compliance with Health Insurance Portability and Accountability Act standards and provisions.
<b>HSF5.c:</b> Defend patient responsibilities and rights in the healthcare setting.	<b>HSF5.c.1.e:</b> Differentiate between responsibilities and rights for self and medical workers.	<b>HSF5.c.2.m:</b> Formulate a list of personal and healthcare worker responsibilities.	<b>HSF5.c.4.h:</b> Assess the role of advance directives in supporting patient rights and responsibilities.
		<b>HSF5.c.3.m:</b> Prioritize personal rights of self and healthcare workers.	<b>HSF5.c.5.h:</b> Describe the Patient's Bill of Rights.
			<b>HSF5.c.6.h:</b> Follow the regulations governing informed consent.
<b>HSF5.d:</b> Abide by and support current laws governing worker rights and responsibilities.		<b>HSF5.d.1.m:</b> Identify employment laws that govern child labor in the healthcare industry.	<b>HSF5.d.2.h:</b> Explain laws governing harassment and scope of practice within the healthcare work environment.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
			<b>HSF5.d.3.h:</b> Demonstrate professional behaviors that support the legal rights and responsibilities of healthcare workers.
<b>Standard: HSF6: Ethical Practices for Healthcare Environments:</b> Students will apply accepted ethical practices with respect to cultural, social and ethic differences within the healthcare environment and perform quality healthcare delivery.			
<b>HSF6.a:</b> Develop practices within the school, community and healthcare setting that respect ethical boundaries.	<b>HSF6.a.1.e:</b> Identify right from wrong in personal health.	<b>HSF6.a.4.m:</b> Discuss the difference between legal behavior and ethical behavior.	<b>HSF6.a.8.h:</b> Differentiate between ethical and legal issues impacting healthcare.
	<b>HSF6.a.2.e:</b> Recognize that people have differing opinions, beliefs and feelings about healthcare.	<b>HSF6.a.5.m:</b> Explain how medical treatment of others is influenced by ethical behavior.	<b>HSF6.a.9.h:</b> Recognize situations in which ethics influence healthcare.
	<b>HSF6.a.3.e:</b> Recognize appropriate boundaries for various roles (i.e., student, teacher, parent, doctor, nurse).	<b>HSF6.a.6.m:</b> Identify behaviors that reflect appropriate boundaries for various roles in healthcare.	<b>HSF6.a.10.h:</b> Maintain professional and ethical boundaries between healthcare providers and patients.
		<b>HSF6.a.7.m:</b> Describe consequences of ethical and unethical behavior in healthcare settings.	<b>HSF6.a.11.h:</b> Demonstrate ethical behaviors in the community and in a healthcare setting.
<b>HSF6.b:</b> Demonstrate respect and appreciation for diversity of individuals within the healthcare setting.	<b>HSF6.b.1.e:</b> Discuss ways in which medical patients are similar and different.	<b>HSF6.b.4.m:</b> Explain how diversity influences beliefs and behaviors about medical care.	<b>HSF6.b.7.h:</b> Discuss ways in which diverse beliefs and values impact the delivery of healthcare.
	<b>HSF6.b.2.e:</b> Demonstrate respectful behavior toward others in a healthcare setting.	<b>HSF6.b.5.m:</b> Describe the role of respectful behavior in healthcare customer service.	<b>HSF6.b.8.h:</b> Demonstrate respectful and empathetic treatment for all individuals within the healthcare setting.
	<b>HSF6.b.3.e:</b> Accept personal differences when interacting with others in school, home, community, or healthcare environments.	<b>HSF6.b.6.m:</b> Recognize ways to use different strengths to improve work outcomes in a healthcare setting.	<b>HSF6.b.9.h:</b> Develop professional relationships with all co-workers within the healthcare setting.



**Standard: HSF7: Safety within Healthcare Settings:** Students will analyze the existing and potential hazards to clients, co-workers, and self, working to prevent injury or illness through safe work practices and follow health and safety policies and procedures.

Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>HSF7.a:</b> Explain principles and practices of infection control in healthcare.	<b>HSF7.a.1.e:</b> Describe how germs can make people ill.	<b>HSF7.a.4.m:</b> Identify five classes of microorganisms.	<b>HSF7.a.7.h:</b> Analyze the chain of infection.
	<b>HSF7.a.2.e:</b> Name body fluids that can carry germs.	<b>HSF7.a.5.m:</b> Identify modes of transmission for blood-borne pathogens.	<b>HSF7.a.8.h:</b> Explain the principles of infection control and corresponding methods for controlling the spread and growth of pathogens.
	<b>HSF7.a.3.e:</b> Explain the importance of hand washing and cough/sneeze etiquette.	<b>HSF7.a.6.m:</b> Describe standard precautions in prevention of disease transmission.	<b>HSF7.a.9.h:</b> Compare and contrast regular hand washing, antiseptic hand washing and antiseptic rubs.
<b>HSF7.b:</b> Describe personal safety procedures and equipment used in healthcare settings.	<b>HSF7.b.1.e:</b> Identify personal safety equipment used in healthcare settings.	<b>HSF7.b.2.m:</b> Demonstrate how to apply and remove safety gloves, safety glasses and gowns used in healthcare settings.	<b>HSF7.b.4.h:</b> Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.
		<b>HSF7.b.3.m:</b> Identify proper body mechanics.	<b>HSF7.b.5.h:</b> Demonstrate proper body mechanics techniques.
<b>HSF7.c:</b> Analyze environmental safety practices within the healthcare setting.	<b>HSF7.c.1.e:</b> Demonstrate safety techniques used in healthcare settings.	<b>HSF7.c.2.m:</b> Categorize safe and unsafe situations in the healthcare environment.	<b>HSF7.c.4.h:</b> Evaluate environmental safety practices used in healthcare settings.
		<b>HSF7.c.3.m:</b> Create environmental safety rules for healthcare setting.	<b>HSF7.c.5.h:</b> Develop a healthcare environmental safety plan.
			<b>HSF7.c.6.h:</b> Apply safety techniques in the healthcare work environment.
<b>HSF7.d:</b> Discuss common safety hazards impacting the healthcare industry.	<b>HSF7.d.1.e:</b> Recognize signs, symbols, and labels related to safety.	<b>HSF7.d.3.m:</b> Explain purpose for healthcare signs, symbols, and labels related to safety.	<b>HSF7.d.5.h:</b> Comply with safety signs, symbols, labels, and Material Safety Data Sheets (MSDS) in healthcare settings.
	<b>HSF7.d.2.e:</b> Identify hazardous materials and unsafe situations.	<b>HSF7.d.4.m:</b> Establish precautionary safety measures for responding to unsafe situations or hazardous materials.	<b>HSF7.d.6.h:</b> Explain the potential implications of ignoring unsafe situations or mishandling hazardous materials in healthcare settings.
<b>HSF7.e.</b> Examine emergency procedures and protocols within the healthcare setting.	<b>HSF7.e.1.e:</b> Develop a fire prevention and safety practices plan for clinic and hospital.	<b>HSF7.e.3.m:</b> Predict outcomes when healthcare fire prevention and safety practices are not followed.	<b>HSF7.e.6.h:</b> Evaluate fire safety protocols for healthcare settings.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
	<b>HSF7.e.2.e:</b> Recognize when a medical emergency exists.	<b>HSF7.e.4.m:</b> Demonstrate responses to medical emergencies that keep self and others safe.	<b>HSF7.e.7.h:</b> Develop principles of basic emergency medical response.
		<b>HSF7.e.5.m:</b> Define bioterrorism.	<b>HSF7.e.8.h:</b> Explain procedures and protocols related to bioterrorism emergencies.
			<b>HSF7.e.9.h:</b> Investigate emergency response plans for addressing natural disasters and catastrophic emergencies.
<b>Standard: HSF8: Teamwork Skills for Healthcare Workers:</b> Students will identify the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare, interacting effectively and sensitively with all members of the healthcare team.			
<b>HSF8.a:</b> Identify roles and responsibilities of healthcare team members.	<b>HSF8.a.1.e:</b> Describe what it means to belong to a group that protects and heals others.	<b>HSF8.a.4.m:</b> Identify members of a healthcare team.	<b>HSF8.a.7.h:</b> Explain roles and responsibilities of healthcare team members.
	<b>HSF8.a.2.e:</b> Practice working as a team to help others.	<b>HSF8.a.5.m:</b> Recognize characteristics of effective healthcare teams.	<b>HSF8.a.8.h:</b> Demonstrate characteristics of effective healthcare teams.
	<b>HSF8.a.3.e:</b> Describe member roles of different teams.	<b>HSF8.a.6.m:</b> Compare and contrast roles and responsibilities of various healthcare team members.	<b>HSF8.a.9.h:</b> Analyze importance of roles and responsibilities of various healthcare positions.
<b>HSF8.b:</b> Recognize characteristics of effective team relationships.	<b>HSF8.b.1.e:</b> Recognize characteristics of a positive team working in the medical field.	<b>HSF8.b.4.m:</b> Practice methods for building positive team relationships needed in a healthcare setting.	<b>HSF8.b.7.h:</b> Model methods for building positive healthcare team relationships.
	<b>HSF8.b.2.e:</b> Explain situations in which conflict occurs in healthcare settings.	<b>HSF8.b.5.m:</b> Identify techniques for managing team conflict within a healthcare team.	<b>HSF8.b.8.h:</b> Apply effective techniques for managing conflict in healthcare teams.
	<b>HSF8.b.3.e:</b> Participate in team building activities.	<b>HSF8.b.6.m:</b> Distinguish between effective and ineffective team relationships in healthcare.	<b>HSF8.b.9.h:</b> Incorporate positive interpersonal skills to work cooperatively with diverse healthcare team members.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
<b>HSF8.c:</b> Demonstrate leadership skills to accomplish organizational goals in a healthcare setting as well as a local HOSA chapter.	<b>HSF8.c.1.e:</b> Identify leaders in the medical field.	<b>HSF8.c.3.m:</b> Identify characteristics of effective and ineffective leaders in healthcare.	<b>HSF8.c.7.h:</b> Critique performances of leaders in health science, HOSA and healthcare roles.
		<b>HSF8.c.4.m:</b> Identify personal leadership strengths and challenges related to health.	<b>HSF8.c.8.h:</b> Determine ways to improve personal leadership skill set in a healthcare setting.
	<b>HSF8.c.2.e:</b> Practice being a leader in classroom/school setting.	<b>HSF8.c.5.m:</b> Participate in a school/community healthcare related activity.	<b>HSF8.c.9.h:</b> Participate in HOSA to strengthen personal leadership skill set.
			<b>HSF8.c.10.h:</b> Describe effective healthcare management styles.
			<b>HSF8.c.11.h:</b> Determine appropriate management style for a given healthcare situation.
		<b>HSF8.c.6.m:</b> Explore healthcare organizations in community/state/country/world.	<b>HSF8.c.12.h:</b> Collaborate with healthcare organization(s) to implement service learning project.
			<b>HSF8.c.13.h:</b> Evaluate the effectiveness of service learning project in meeting a health-related community need.
<b>Standard: HSF9: Health Maintenance Practices:</b> Students will analyze the fundamentals of wellness and the prevention of disease processes, practicing preventive health behaviors among clients.			
<b>HSF9.a:</b> Apply health science concepts to identify behaviors that promote health and wellness.	<b>HSF9.a.1.e:</b> Identify personal hygiene behaviors that promote health and wellness.	<b>HSF9.a.3.m:</b> Explain how personal hygiene affects wellness.	<b>HSF9.a.7.h:</b> Model personal hygiene behaviors that promote health and wellness.
	<b>HSF9.a.2.e:</b> Identify food and physical activity choices that promote health and wellness.	<b>HSF9.a.4.m:</b> Describe short and long term benefits of healthy eating and regular physical activity.	<b>HSF9.a.8.h:</b> Analyze the effects of poor eating habits, inactivity, tobacco and alcohol use on health status.
		<b>HSF9.a.5.m:</b> Explain the benefits of adequate sleep in promoting health and wellness.	<b>HSF9.a.9.h:</b> Analyze the effects of personal sleep habits on health status.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
		<b>HSF9.a.6.m:</b> Identify indicators of intellectual, emotional, social, and physical health.	<b>HSF9.a.10.h:</b> Analyze the interrelationship of intellectual, emotional, social and physical health as they relate to personal health and wellness.
<b>HSF9.b:</b> Describe and apply strategies for the prevention of diseases including health screenings and examinations.	<b>HSF9.b.1.e:</b> Demonstrate proper hand washing and personal etiquette as it relates to disease prevention.	<b>HSF9.b.3.m:</b> Explain the role of proper hand washing and personal etiquette as it relates to disease prevention.	<b>HSF9.b.6.h:</b> Examine methods for addressing client cultural practices that counteract disease prevention.
		<b>HSF9.b.4.m:</b> Identify strategies for the prevention of diseases including health screenings and examinations.	<b>HSF9.b.7.h:</b> Advocate for the importance of health screenings, immunizations, checkups and other examinations that are necessary to maintain overall health and wellness.
	<b>HSF9.b.2.e:</b> Identify ways to prevent the spread of germs that cause infectious disease through food, water, air, blood and touch.	<b>HSF9.b.5.m:</b> Describe how the body fights germs and diseases naturally, with medicines, and through immunizations.	<b>HSF9.b.8.h:</b> Differentiate between communicable and non-communicable diseases, including influenza, asthma, AIDs and epilepsy.
<b>HSF9.c:</b> Analyze complementary (alternative) health practices as they relate to wellness and disease prevention.	<b>HSF9.c.1.e:</b> Define alternative health practices.	<b>HSF9.c.3.m:</b> Identify complementary (alternative) health practices as they relate to wellness and disease prevention.	<b>HSF9.c.5.h:</b> Discuss effective uses of complementary health practices as evidenced by research.
	<b>HSF9.c.2.e:</b> Locate resources from home, school and community that provide valid health information.	<b>HSF9.c.4.m:</b> Describe situations that may benefit from professional alternative health practice services.	<b>HSF9.c.6.h:</b> Compare the accessibility and appropriate use of professional alternative health practice services.
<b>Standard: HSF10: Technical Skills:</b> Students will apply technical skills common to each health science career pathway, demonstrating skills and knowledge as appropriate.			
<b>HSF10.a:</b> Apply diagnostic procedures for measuring and recording vital signs including the normal ranges.	<b>HSF10.a.1.e:</b> Identify the four main vital signs.	<b>HSF10.a.4.m:</b> Identify normal vital sign values.	<b>HSF10.a.7.h:</b> Differentiate between normal and abnormal vital sign values.
	<b>HSF10.a.2.e:</b> Explain why vital signs are routinely measured in healthcare settings.	<b>HSF10.a.5.m:</b> Identify the body systems being assessed by each of the vital signs.	<b>HSF10.a.8.h:</b> Explain the purpose and procedure for taking temperature, pulse, respirations and blood pressure.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
	<b>HSF10.a.3.e:</b> Identify equipment used to measure vital signs.	<b>HSF10.a.6.m:</b> Identify the ways that vital sign information is gathered.	<b>HSF10.a.9.h:</b> Measure and accurately document oral, axillary, tympanic and temporal temperatures; pulse; respiration; blood pressure; as well as height and weight.
<b>HSF10.b:</b> Obtain training or certification in skills necessary to function as a healthcare professional.	<b>HSF10.b.1.e:</b> Describe situations in which an emergency exists and identify sources of appropriate help.	<b>HSF10.b.4.m:</b> Identify common choking hazards and age appropriate responses.	<b>HSF10.b.7.h:</b> Assess emergency situations and respond appropriately to varied emergencies that may occur during daily life.
	<b>HSF10.b.2.e:</b> Demonstrate correct steps for completing a 911 call.	<b>HSF10.b.5.m:</b> Obtain Basic Aid Training (BAT) through a certification agency.	<b>HSF10.b.8.h:</b> Complete training and certification for basic first aid including cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO).
	<b>HSF10.b.3.e:</b> Define and provide examples of technical skills used by healthcare professionals.	<b>HSF10.b.6.m:</b> Identify specific technical skills needed for particular healthcare careers.	<b>HSF10.b.9.h:</b> Obtain training and/or certification for a specific healthcare occupation appropriate to their identified career pathway.
<b>HSF10.c:</b> Apply standard precautions to prevent the spread of infection.	<b>HSF10.c.1.e:</b> Identify when and how to wash hands.	<b>HSF10.c.5.m:</b> Practice hand hygiene procedures.	<b>HSF10.c.9.h:</b> Demonstrate hand washing and alcohol-based hand rub procedures for healthcare setting.
	<b>HSF10.c.2.e:</b> Explain the importance of covering a cough.	<b>HSF10.c.6.m:</b> Practice respiratory hygiene and cough etiquette procedures.	<b>HSF10.c.10.h:</b> Educate others on the use of respiratory hygiene and cough etiquette procedures.
	<b>HSF10.c.3.e:</b> Identify protective equipment used in health care settings.	<b>HSF10.c.7.m:</b> Select personal protective equipment (PPE) appropriate to the situation.	<b>HSF10.c.11.h:</b> Correctly apply and remove a mask, gown and gloves.
	<b>HSF10.c.4.e:</b> Explain the relationship between germs and illness.	<b>HSF10.c.8.m:</b> Identify ways germs are spread from one person to another.	<b>HSF10.c.12.h:</b> Apply appropriate standard precautions with all patients.
<b>HSF10.d:</b> Apply health informatics skills to maintain accurate patient records.	<b>HSF10.d.1.e:</b> Define the term medical record.	<b>HSF10.d.4.m:</b> Organize information in chronological order.	<b>HSF10.d.7.h:</b> Organize and retrieve files from alphabetic and numeric filing systems.
	<b>HSF10.d.2.e:</b> Identify data items found in a medical record.	<b>HSF10.d.5.m:</b> Document in pen or using appropriate information technology.	<b>HSF10.d.8.h:</b> Note documentation errors and correct clearly.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
	<b>HSF10.d.3.e:</b> Differentiate between fact and opinion.	<b>HSF10.d.6.m:</b> Identify measurable data.	<b>HSF10.d.9.h:</b> Accurately document subjective and objective information.
<b>Standard: HSF11: Health Information Technology for Healthcare Applications:</b> Students will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.			
<b>HSF11.a:</b> Demonstrate Health Information Management knowledge and skills.	<b>HSF11.a.1.e:</b> List questions asked when someone does not feel well.	<b>HSF11.a.2.m:</b> Identify questions that a healthcare provider would ask.	<b>HSF11.a.4.h:</b> Identify types of data collected and protocols for collecting healthcare data (i.e., statistical data sheet, medical history, insurance forms).
			<b>HSF11.a.5.h:</b> Use health record data collection tools (i.e., input screens, document templates).
		<b>HSF11.a.3.m:</b> Recognize that healthcare records are legal documents.	<b>HSF11.a.6.h:</b> Compare and contrast the elements and organization of paper medical records and electronic health records.
			<b>HSF11.a.7.h:</b> Document patient information to produce records that reflect timeliness, completeness and accuracy.
			<b>HSF11.a.8.h:</b> Adhere to information systems policies and procedures as required by national, state, local and organizational entities.
<b>HSF11.b:</b> Support privacy and confidentiality of health information.	<b>HSF11.b.1.e:</b> Differentiate between personal information and public information.	<b>HSF11.b.3.m:</b> List examples of health information and individually identifying information that are protected by federal privacy law.	<b>HSF11.b.6.h:</b> Apply policies and procedures for access to and disclosure of protected health information.
		<b>HSF11.b.4.m:</b> Identify possible consequences of sharing protected health information (PHI).	<b>HSF11.b.7.h:</b> Describe the consequences of inappropriate use of health data in terms of disciplinary action.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
	<b>HSF11.b.2.e:</b> Explain importance of keeping passwords private and logging off at end of session for healthcare workers.	<b>HSF11.b.5.m:</b> Role-play healthcare situations that require computer privacy for patient information.	<b>HSF11.b.8.h:</b> Use techniques and procedures that limit the viewing of computer screen and mobile devices by other individuals when working in a healthcare setting.
<b>HSF11.c:</b> Apply basic computer literacy skills to health science occupations.	<b>HSF11.c.1.e:</b> Identify common computer hardware components and mobile devices used by healthcare professionals.	<b>HSF11.c.6.m:</b> Apply computer concepts and terminology in order to use computers and other mobile devices for tracking personal health.	<b>HSF11.c.13.h:</b> Describe appropriate computer and mobile applications used to communicate healthcare information.
	<b>HSF11.c.2.e:</b> Use a mouse, touchpad screen and keyboard to interact with computer applications.	<b>HSF11.c.7.m:</b> Develop accuracy in entering personal healthcare data.	<b>HSF11.c.14.h:</b> Accurately enter data into an electronic health record.
			<b>HSF11.c.15.h:</b> Demonstrate protocols for correcting own errors that have been entered into an electronic health record (EHR).
			<b>HSF11.c.16.h:</b> Use technology and information systems for healthcare tasks (i.e., databases, scheduling, patient monitoring, communication).
			<b>HSF11.c.17.h:</b> Explore digital technology applications used in the delivery of healthcare (i.e., Barcodes, RFID, QR codes, digital imaging, computer information, bioinformatics).
	<b>HSF11.c.3.e:</b> Locate information about patient care organized in a hierarchical outline structure.	<b>HSF11.c.8.m:</b> Save, share, retrieve and organize healthcare information documents on electronic devices.	<b>HSF11.c.18.h:</b> Demonstrate file organization and information storage procedures used in healthcare settings.
		<b>HSF11.c.9.m:</b> Identify uses, benefits and drawbacks of spell-check and other editing tools available in word processing applications.	<b>HSF11.c.19.h:</b> Use basic word processing, spreadsheet and database applications for communicating healthcare information.



	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
		<b>HSF11.c.10.m:</b> Differentiate between personal communication styles and business-appropriate communication styles.	<b>HSF11.c.20.h:</b> Use technology to access and distribute data and other information (i.e., paging system, cell phone, fax, email).
	<b>HSF11.c.4.e:</b> Compare information from multiple sites to identify questionable medical information.	<b>HSF11.c.11.m:</b> Identify domain name extensions of government, educational and business websites in evaluating reliability and bias of medical web-based resources.	<b>HSF11.c.21.h:</b> Evaluate the validity of web-based medical information.
	<b>HSF11.c.5.e:</b> Identify times when it is inappropriate to access social media.	<b>HSF11.c.12.m:</b> Determine types of healthcare information that must be accessed through secure network portals.	<b>HSF11.c.22.h:</b> Demonstrate appropriate use of electronic communications when transmitting health information.



## Wisconsin Standards for Health Science (HS)

**Content Area: HSP/Health Science Pathways**

**Standard: HSP1: Biotechnology Research and Development Pathway:** Students will apply bioscience research and development functions that apply to human health.

	<b>Performance Indicators (By Grade Band)</b>
<b>Learning Priority</b>	<b>11-12 Advanced</b>
<b>HSP1.a:</b> Explain how multiple factors such as molecular biology concepts, quality of life concerns and legal, ethical and diversity issues impact the development of biotechnology products.	<b>HSP1.a.1.h:</b> Propose an industrial enzyme that could contribute to the quality of life.
	<b>HSP1.a.2.h:</b> Generate a list of environmental diseases or chronic conditions that have been or could be treated with biotechnology products.
	<b>HSP1.a.3.h:</b> Assess a current biotechnology-related ethical issue in the news and how it may affect the quality of life.
<b>HSP1.b:</b> Apply mathematical, statistical and scientific concepts to biotechnical applications.	<b>HSP1.b.1.h:</b> Illustrate the concepts of percentages and ratios using a biotechnology application.
	<b>HSP1.b.2.h:</b> Perform weight-to-weight and weight-to-volume calculations for solutions.
	<b>HSP1.b.3.h:</b> Explain scientific notation.
	<b>HSP1.b.4.h:</b> Compare the standard deviation and the mean of efficacy testing data of two biotechnology products.
	<b>HSP1.b.5.h:</b> Graphically illustrate a set of biotech data such that a layman would understand it.
	<b>HSP1.b.6.h:</b> Describe the basic structure of a chromosome.
	<b>HSP1.b.7.h:</b> Construct a karyotype with human chromosomes.
	<b>HSP1.b.8.h:</b> Differentiate the genetic inheritance of a lethal dominant homozygous trait (i.e., dwarfism) from a heterozygous disease (i.e., sickle cell anemia).
	<b>HSP1.b.9.h:</b> Construct a molecule of a compound with 3 or more carbon atoms.
	<b>HSP1.b.10.h:</b> Create an equation of two organic substrates leading to a product.
	<b>HSP1.b.11.h:</b> Describe atomic number, atomic mass and orbitals.
	<b>HSP1.b.12.h:</b> Contrast covalent, ionic and hydrogen bonding.
	<b>HSP1.b.13.h:</b> Diagram six chemical side groups that could be in a biotechnology product.
	<b>HSP1.b.14.h:</b> Categorize all amino acids into essential and non-essential.
<b>HSP1.b.15.h:</b> Describe the relationship between biochemistry and biotechnology product development.	
<b>HSP1.b.16.h:</b> Compare the underlying reasons why some molecules are hydrophilic and some are hydrophobic.	
<b>HSP1.b.17.h:</b> Describe the basic structures and functions of cells and how this knowledge is used in biotechnology.	



	Performance Indicators (By Grade Band)
<b>Learning Priority</b>	<b>11-12 Advanced</b>
	<p><b>HSP1.b.18.h:</b> Select cellular barriers to be overcome for a biotechnology product to work inside a cell.</p> <p><b>HSP1.b.19.h:</b> Diagram the structure of the nucleic acid DNA.</p> <p><b>HSP1.b.20.h:</b> Demonstrate DNA replication graphically and its importance to biotechnology product development.</p> <p><b>HSP1.b.21.h:</b> Describe the central dogma of molecular biology and how understanding this process impacts biotechnology research and development.</p> <p><b>HSP1.b.22.h:</b> Analyze how microorganisms are used in mass producing recombinant proteins.</p> <p><b>HSP1.b.23.h:</b> Compare and contrast bacterial, fungal, and animal cells and how these similarities and differences affect biotechnology product development and production decisions.</p> <p><b>HSP1.b.24.h:</b> Compare and contrast the use of plasmids in bacterial transformation and the process of plasmid DNA isolation.</p>
<b>HSP1.c:</b> Analyze recombinant DNA and genetic engineering, bioprocessing (producing recombinant DNA products on a large scale for profit), monoclonal antibody production, separation and purification of biotechnology products, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics.	<p><b>HSP1.c.1.h:</b> Describe the techniques of recombinant DNA, genetic engineering, monoclonal antibody production, separation and purification of biotechnology products and bioprocessing.</p> <p><b>HSP1.c.2.h:</b> Predict how nanotechnology, bioinformatics, proteomics, genomics and transcriptomics will create new career opportunities.</p>
<b>HSP1.d:</b> Identify the principles of solution preparation, sterile techniques, contamination control, measurement and calibration of instruments while working as a team in a laboratory environment.	<p><b>HSP1.d.1.h:</b> Describe how molarity relates to solution preparation.</p> <p><b>HSP1.d.2.h:</b> Calculate the molarity of a given solution and measure the pH of this solution.</p> <p><b>HSP1.d.3.h:</b> Prepare a serial dilution of a microbial culture starting with <math>10^{-3}</math> going to <math>10^{-8}</math> and plate on to nutrient agar petri dishes. Determine the original concentration of the microbial culture.</p> <p><b>HSP1.d.4.h:</b> Distinguish the requirements of sterile techniques.</p> <p><b>HSP1.d.5.h:</b> Respond to a hypothetical laboratory accident appropriately as a member of a laboratory team.</p>



	Performance Indicators (By Grade Band)
<b>Learning Priority</b>	<b>11-12 Advanced</b>
<b>HSP1.e:</b> Discuss the ethical, moral and legal issues related to biotech research, product development and use in society.	<b>HSP1.e.1.h:</b> Diagram the process involved in making one biotech product in an industrial setting.
	<b>HSP1.e.2.h:</b> Analyze the role of pre-clinical and clinical trials in biotechnology product development.
	<b>HSP1.e.3.h:</b> Examine the role of a Quality Assurance person in this process.
<b>HSP1.f:</b> Identify the social effect of products in society.	<b>HSP1.f.1.h:</b> Differentiate between morality and ethics and the relationship of each to biotechnology health care product development.
	<b>HSP1.f.2.h:</b> Discuss bioethical issues related to recombinant products.
	<b>HSP1.f.3.h:</b> Contrast personal, professional and organizational ethics.
	<b>HSP1.f.4.h:</b> Comply with policies and requirements for documentation and record keeping.
	<b>HSP1.f.5.h:</b> Comply with legal and institutional ethical policies and procedures.
<b>Standard: HSP2: Diagnostic Services Pathway:</b> Students will determine and document the health status of patients and other clients at a single point in time.	
<b>HSP2.a:</b> Communicate information within a healthcare environment conveying information to the appropriate discipline(s) in a timely manner.	<b>HSP2.a.1.h:</b> Adjust communication to other's ability to understand.
	<b>HSP2.a.2.h:</b> Apply active listening skills using reflection, restatement and clarification.
	<b>HSP2.a.3.h:</b> Demonstrate courtesy to others including self-introduction.
	<b>HSP2.a.4.h:</b> Interpret verbal and nonverbal behaviors to augment communication and within scope of practice.
	<b>HSP2.a.5.h:</b> Demonstrate effective interviewing skills.
	<b>HSP2.a.6.h:</b> Choose correct syntax and grammar in speaking and writing.
	<b>HSP2.a.7.h:</b> Report relevant information in a timely manner.
	<b>HSP2.a.8.h:</b> Distinguish between subjective and objective information when reporting.
	<b>HSP2.a.9.h:</b> Analyze communication for appropriate response and provide feedback.
	<b>HSP2.a.10.h:</b> Organize, write and compile technical information and summaries.
	<b>HSP2.a.11.h:</b> Use medical terminology in order to interpret, transcribe and communicate information, data and observations.



Learning Priority	Performance Indicators (By Grade Band)
	11-12 Advanced
<b>HSP2.b:</b> Explain the process to assess and report patients' and other clients' health status.	<b>HSP2.b.1.h:</b> Analyze available information to assess client viability.
	<b>HSP2.b.2.h:</b> Evaluate appropriateness of information.
	<b>HSP2.b.3.h:</b> Evaluate patient and other client response to treatment and/or procedure.
	<b>HSP2.b.4.h:</b> Produce appropriate documentation.
<b>HSP2.c:</b> Perform the principles of body mechanics efficiently for positioning, transferring, and transporting of patients and other clients.	<b>HSP2.c.1.h:</b> Assess the patient and other client status.
	<b>HSP2.c.2.h:</b> Evaluate potential hazards to patient and other client.
	<b>HSP2.c.3.h:</b> Apply appropriate transport methods.
	<b>HSP2.c.4.h:</b> Apply appropriate transfer methods.
	<b>HSP2.c.5.h:</b> Modify positioning to accommodate patient and other client status.
	<b>HSP2.c.6.h:</b> Apply principles of body mechanics and ergonomics.
	<b>HSP2.c.7.h:</b> Prevent injury by using proper safety equipment and techniques.
	<b>HSP2.c.8.h:</b> Distinguish appropriate engineering controls.
	<b>HSP2.c.9.h:</b> Use appropriate equipment for transportation.
	<b>HSP2.c.10.h:</b> Choose appropriate equipment for transfer.
	<b>HSP2.c.11.h:</b> Modify equipment and techniques to accommodate patient and other client status.
	<b>HSP2.c.12.h:</b> Practice infection control procedures.
<b>HSP2.d:</b> Use various communication strategies to respond to patients' and other clients' questions and concerns about procedures and goals.	<b>HSP2.d.1.h:</b> Assess patient and other clients' ability to comprehend information.
	<b>HSP2.d.2.h:</b> Modify communication based on patient/client assessment.
	<b>HSP2.d.3.h:</b> Verify information based on questions and concerns of patient and other clients' understanding.
	<b>HSP2.d.4.h:</b> Apply active listening skills using reflection, restatement and clarification techniques.
	<b>HSP2.d.5.h:</b> Address patient and other client concerns in a positive manner.
<b>HSP2.e:</b> Plan implementation of services and appropriate preparation for specific requested procedures.	<b>HSP2.e.1.h:</b> Describe scope of practice.
	<b>HSP2.e.2.h:</b> Evaluate request for appropriateness of treatments and procedures.
	<b>HSP2.e.3.h:</b> Coordinate interdisciplinary services if applicable.
	<b>HSP2.e.4.h:</b> Initiate services based on request.
	<b>HSP2.e.5.h:</b> Describe appropriate protocol based on client assessment and request.
	<b>HSP2.e.6.h:</b> Use protocol based resources.



	Performance Indicators (By Grade Band)
<b>Learning Priority</b>	<b>11-12 Advanced</b>
	<b>HSP2.e.7.h:</b> Verify patient and other client identification.
	<b>HSP2.e.8.h:</b> Evaluate client readiness and potential contraindications.
<b>HSP2.f:</b> Perform reviewed procedures to create diagnostic results.	<b>HSP2.f.1.h:</b> Obtain client informed consent if applicable.
	<b>HSP2.f.2.h:</b> Demonstrate competence within their scope of practice.
	<b>HSP2.f.3.h:</b> Perform procedure according to protocol.
	<b>HSP2.f.4.h:</b> Modify procedure as required within constraints of client and personal safety.
<b>HSP2.g:</b> Communicate principles of quality assurance and performance improvement.	<b>HSP2.g.1.h:</b> Assess the quality of results.
	<b>HSP2.g.2.h:</b> Apply appropriate corrective measures/actions based on assessment of results.
	<b>HSP2.g.3.h:</b> Evaluate quality of corrective measures/actions.
	<b>HSP2.g.4.h:</b> Assess problem-solving skills.
	<b>HSP2.g.5.h:</b> Evaluate timeliness and productivity.
	<b>HSP2.g.6.h:</b> Analyze appropriate corrective measures.
	<b>HSP2.g.7.h:</b> Choose appropriate evaluation methods.
	<b>HSP2.g.8.h:</b> Use written, oral, and electronic communication skills to produce reports.
	<b>HSP2.g.9.h:</b> Deliver reports to all appropriate parties.
	<b>HSP2.g.10.h:</b> Confirm that the parties involved receive all necessary information.
<b>Standard: HSP3: Health Informatics:</b> Students will use established healthcare information systems when communicating with the healthcare team, patients and other clients	
<b>HSP3.a:</b> Communicate health/medical information accurately and within legal/regulatory bounds.	<b>HSP3.a.1.h:</b> Manage the accuracy, effectiveness and timeliness of the transfer of information.
	<b>HSP3.a.2.h:</b> Evaluate legal and regulatory requirements for the transfer of information.
	<b>HSP3.a.3.h:</b> Distinguish who in the organization needs information and when they need it.
<b>HSP3.b:</b> Analyze information using the quantitative and qualitative requirements.	<b>HSP3.b.1.h:</b> Synthesize information to determine the best course of action.
	<b>HSP3.b.2.h:</b> Assess health information required by patients, staff and the community.
	<b>HSP3.b.3.h:</b> Assemble all necessary data components for successful completion of tasks.
	<b>HSP3.b.4.h:</b> Appraise the accuracy and completeness of data.
	<b>HSP3.b.5.h:</b> Assess whether information is reported and disseminated within legal and regulatory bounds.



	Performance Indicators (By Grade Band)
Learning Priority	11-12 Advanced
<b>HSP3.c:</b> Extract required information from a medical record or other medical documents, applying medical terminology, codes and regulations.	<b>HSP3.c.1.h:</b> Assemble appropriate, accurate information to record charges and reimbursement.
	<b>HSP3.c.2.h:</b> Use accurate medical terminology.
	<b>HSP3.c.3.h:</b> Apply information for regulatory and legal purposes.
<b>HSP3.d:</b> Examine resources, routes and flow of information within the healthcare systems.	<b>HSP3.d.1.h:</b> Synthesize the information systems utilized by the organization.
	<b>HSP3.d.2.h:</b> Assess how systems interact to facilitate the timely and accurate flow.
	<b>HSP3.d.3.h:</b> Organize information within the parameters of the information systems.
	<b>HSP3.d.4.h:</b> Integrate information for timely, accurate dissemination.
	<b>HSP3.d.5.h:</b> Evaluate effectiveness of systems.
<b>HSP3.e:</b> Describe the content and diverse issues of health information and accurate documentation to accurately communicate using legal and regulatory processes.	<b>HSP3.e.1.h:</b> Assemble and accurately document required information.
	<b>HSP3.e.2.h:</b> Interpret information that has been collected.
	<b>HSP3.e.3.h:</b> Differentiate the various purposes and audiences for whom the information is collected.
	<b>HSP3.e.4.h:</b> Prepare accurate documentation for various audiences using established systems and guidelines.
	<b>HSP3.e.5.h:</b> Disseminate information to various audiences using established systems and guidelines.
	<b>HSP3.e.6.h:</b> Assess processes for recommended improvements.
<b>HSP3.f:</b> Describe the systems operations used to capture, retrieve and maintain information from internal and external sources.	<b>HSP3.f.1.h:</b> Analyze the internal and external sources of information and resources available.
	<b>HSP3.f.2.h:</b> Project outcomes as interconnected components of a modified health care system.
	<b>HSP3.f.3.h:</b> Select the systems and sources of information necessary for the successful completion of the task.
	<b>HSP3.f.4.h:</b> Participate in the design of operational systems and processes.
	<b>HSP3.f.5.h:</b> Evaluate operational systems and processes for improvement.
<b>Standard: HSP4: Support Services Pathway:</b> Students will create clean, healthy and safe working environment through implementation of healthcare facility standards.	
<b>HSP4.a:</b> Examine the responsibilities of health care providers' roles performing their tasks safely following established internal and external guidelines.	<b>HSP4.a.1.h:</b> Implement departmental mission statement, goals, objectives and strategic plan.
	<b>HSP4.a.2.h:</b> Implement departmental policies, procedures, processes and modify as needed.



	Performance Indicators (By Grade Band)
<b>Learning Priority</b>	<b>11-12 Advanced</b>
	<b>HSP4.a.3.h:</b> Coordinate departmental activities with other departments, outside agencies and contractors, including event planning and logistics.
	<b>HSP4.a.4.h:</b> Implement new and existing services.
	<b>HSP4.a.5.h:</b> Implement an employee recognition program.
	<b>HSP4.a.6.h:</b> Monitor customer expectations through satisfaction plans and measurement tools to assure adequacy of products and services.
	<b>HSP4.a.7.h:</b> Provide support standardization, consolidation and/or re-engineering processes.
	<b>HSP4.a.8.h:</b> Evaluate cost effectiveness of alternative methodologies.
	<b>HSP4.a.9.h:</b> Perform quality management activities.
	<b>HSP4.a.10.h:</b> Monitor customer expectations through satisfaction plans and measurement tools to assure adequacy of service.
	<b>HSP4.a.11.h:</b> Adhere to a code of ethics to ensure corporate compliance.
	<b>HSP4.a.12.h:</b> Comply with legal, regulatory and accreditation standards or codes by administering the hazardous materials management program.
	<b>HSP4.a.13.h:</b> Inspect buildings/facilities and grounds to ensure compliance with standards, regulations, and codes.
	<b>HSP4.a.14.h:</b> Check work of staff to ensure compliance with applicable safety and building regulations.
<b>HSP4.b:</b> Create a clean and healthy work environment to reduce or eliminate pathogenic organisms.	<b>HSP4.b.1.h:</b> Demonstrate various decontamination techniques and procedures.
	<b>HSP4.b.2.h:</b> Use standards precaution guidelines.
	<b>HSP4.b.3.h:</b> Select procedures and precautions to be followed when using chemicals.
	<b>HSP4.b.4.h:</b> Demonstrate techniques for mechanical and manual cleaning procedures.
	<b>HSP4.b.5.h:</b> Evaluate potential causes and methods of transmitting infection (i.e., contact, airborne, common vehicle, vector-borne).
	<b>HSP4.b.6.h:</b> Integrate all infection control standards with design and construction activities.
	<b>HSP4.b.7.h:</b> Implement hazardous waste disposal policies and procedures in accordance with regulatory requirements.



	Performance Indicators (By Grade Band)
<b>Learning Priority</b>	<b>11-12 Advanced</b>
	<b>HSP4.b.8.h:</b> Assess the operations of a waste management program, including recycling and reduction of regulated medical, solid, hazardous chemical and radioactive waste materials.
	<b>HSP4.b.9.h:</b> Develop systems and procedures that minimize customer cost of ordering, storing and using supplies, services and equipment.
	<b>HSP4.b.10.h:</b> Ensure that regulated waste is handled, packaged, stored and disposed of in accordance with federal, state and local regulations.
	<b>HSP4.b.11.h:</b> Demonstrate process and environmental requirements for proper handling and storage of sterile and non-sterile items.
	<b>HSP4.b.12.h:</b> Demonstrate appropriate inventory control and distribution systems.
	<b>HSP4.b.13.h:</b> Implement a program to purchase materials, supplies and capital equipment within allocated resources.
	<b>HSP4.b.13.h:</b> Adopt policies and procedures to monitor distribution, consumption and pilferage or materials.
	<b>HSP4.b.14.h:</b> Provide adequate space to meet standards for storage.
<b>HSP4.c:</b> Evaluate the principles and techniques of resource management by maximizing the use of available resources.	<b>HSP4.c.1.h:</b> Evaluate purchasing processes and agreements.
	<b>HSP4.c.2.h:</b> Evaluate audit activities, including the review of discrepancies, purchase orders and invoices.
	<b>HSP4.c.3.h:</b> Assess cost benefits that support best product recommendations.
	<b>HSP4.c.4.h:</b> Explain competitive pricing, terms and service levels.
	<b>HSP4.c.5.h:</b> Identify opportunities for reduction in resource consumption.
	<b>HSP4.c.6.h:</b> Develop inventory reduction targets and process to achieve targets.
	<b>HSP4.c.7.h:</b> Implement purchasing and procurement techniques that improve the overall supply chain.
	<b>HSP4.c.8.h:</b> Analyze timely order placement, supplier performance and continuously review for effectiveness.
	<b>HSP4.c.9.h:</b> Assess a supplier performance standards program.
	<b>HSP4.c.10.h:</b> Organize catalogs, price lists, inventory records, purchase order files and product/supplier files, ensuring that they are updated and current.
	<b>HSP4.c.11.h:</b> Provide consultation to departments requiring assistance in resource allocation.
	<b>HSP4.c.12.h:</b> Assess the integration of resource functions.



	Performance Indicators (By Grade Band)
<b>Learning Priority</b>	<b>11-12 Advanced</b>
	<b>HSP4.c.13.h:</b> Implement appropriate distribution strategies and systems to ensure optimal materials flow.
	<b>HSP4.c.14.h:</b> Organize adequate quantities of supplies, equipment, instruments and medical devices are maintained.
	<b>HSP4.c.15.h:</b> Participate in capital purchasing processes.
	<b>HSP4.c.16.h:</b> Assess procedures and processes for the selection, acquisition, distribution and maintenance of equipment.
	<b>HSP4.c.17.h:</b> Apply written instructions for the equipment manufactures operations manual, departmental policies and procedures.
	<b>HSP4.c.18.h:</b> Implement a preventive maintenance (PM) process for buildings, equipment, parts, supplied and utilities as appropriate.
	<b>HSP4.c.19.h:</b> Participate in equipment and systems training programs for maintenance staff and user groups.
	<b>HSP4.c.20.h:</b> Participate in a comprehensive training and education program, covering such aspects as safety, infection control, hazardous materials and new equipment use.
	<b>HSP4.c.21.h:</b> Analyze labor distribution for projects and operations.
	<b>HSP4.c.22.h:</b> Adopt reporting mechanisms for departmental functions.
<b>HSP4.d:</b> Defend the establishment, maintenance and improvement of the environment through the development and implementation of facility standards.	<b>HSP4.d.1.h:</b> Coordinate with other departments to select facility finishes and furnishings within appropriate safety codes.
	<b>HSP4.d.2.h:</b> Participate in the development of design and construction plans.
	<b>HSP4.d.3.h:</b> Analyze the therapeutic and functional aspects of color décor and furnishing.
	<b>HSP4.d.4.h:</b> Provide facility accessibility through appropriate ways of finding and maintaining a clutter free environment.
	<b>HSP4.d.5.h:</b> Maintain facility in good repair.
	<b>HSP4.d.6.h:</b> Organize, deliver and present products and services in a quality manner.



**Standard: HSP5: Therapeutic Services Pathway:** Students will implement established healthcare treatment plans when working with patients and other clients.

	<b>Performance Indicators (By Grade Band)</b>
<b>Learning Priority</b>	<b>11-12 Advanced</b>
<b>HSP5.a:</b> Explain planned procedures and goals to patients and other clients, using various strategies to respond to questions and concerns.	<b>HSP5.a.1.h:</b> Evaluate patient or other client’s ability to understand information given.
	<b>HSP5.a.2.h:</b> Demonstrate empathy for patients and other clients.
	<b>HSP5.a.3.h:</b> Choose jargon-free language appropriate to the situation.
	<b>HSP5.a.4.h:</b> Adjust communication to the needs of the patient or other clients.
<b>HSP5.b:</b> Communicate patient and other client information within a healthcare system team.	<b>HSP5.b.1.h:</b> Distinguish appropriate roles and responsibilities of each team member.
	<b>HSP5.b.2.h:</b> Acknowledge the expertise and contributions of all team members.
	<b>HSP5.b.3.h:</b> Evaluate relevancy of information to be conveyed.
	<b>HSP5.b.4.h:</b> Report information in a way that is clear and concise.
<b>HSP5.c:</b> Describe facility protocol and regulatory guidelines for collecting patient and other client information.	<b>HSP5.c.1.h:</b> Determine patient and other client information to be collected and documented.
	<b>HSP5.c.2.h:</b> Select appropriate tools for information to be collected.
	<b>HSP5.c.3.h:</b> Format information using facility protocols and regulatory guidelines.
<b>HSP5.d:</b> Implement a collaboratively developed treatment plan according to facility protocol and regulatory guidelines within the healthcare provider’s scope of practice.	<b>HSP5.d.1.h:</b> Design the treatment plan incorporating patient or other client input.
	<b>HSP5.d.2.h:</b> Create a treatment plan using a problem-solving model and evaluate for intervention opportunities.
	<b>HSP5.d.3.h:</b> Select appropriate resources to implement treatment plan.
	<b>HSP5.d.4.h:</b> Evaluate priorities in order to organize work.
	<b>HSP5.d.5.h:</b> Use equipment and instruments according to the manufacturer’s guidelines and accepted safety practice.
	<b>HSP5.d.6.h:</b> Document actions according to facility protocol and regulatory guidelines.
<b>HSP5.e:</b> Describe the process for monitoring patient and other client health status by assessing and reporting the results to a treatment team.	<b>HSP5.e.1.h:</b> Evaluate patient and client response to administered treatments and procedures.
	<b>HSP5.e.2.h:</b> Analyze and report patient and other client response.
	<b>HSP5.e.3.h:</b> Assess need for follow up and alternative care.
<b>HSP5.f:</b> Evaluate patient and other client needs, strengths and problems in order to determine if treatment goals are being reached.	<b>HSP5.f.1.h:</b> Choose appropriate evaluation tools to assess patient and other client response to treatment plan.
	<b>HSP5.f.2.h:</b> Analyze information gathered.
	<b>HSP5.f.3.h:</b> Revise or create modifications to treatment plan based on information gathered.