Health Science 1
Grades 10-12

Credit Unit: One Semester (Elective)

Prerequisite: Successful completion of Health Enhancement 1

Course Description:
Health Science 1 is an introductory course that exposes students to the variety of opportunities available within the health care industry. Health care professionals from our community will regularly visit the class to expose students to a variety of health care careers. Students are provided with experiences in several career pathways along with information and knowledge related to the health care industry as a whole.

Topics:
- History of health care
- Understanding health care systems
- Finding the right occupation
- Employability and leadership
- Understanding legal obligations
- Medical ethics
- Wellness
- Teamwork
- Effective communication
- Medical terminology

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

STANDARD 1: Students experience various career opportunities and assess personal career pathways.
Benchmark 1:
Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.
Learning Targets (*Type*):
1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. *(S)*
2. I can formulate tentative career goals. *(R)*
3. I can evaluate approaches for meeting my goals. *(R)*
4. I can classify personal traits or attitudes desirable in a member of the healthcare team. *(K,R)*
5. I can summarize basic professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality and behavior (i.e. courtesy and self-introductions). *(K)*
6. I can apply employability skills in healthcare. *(K)*
7. I can exemplify professional characteristics. *(K)*

8. I can engage in continuous self-assessment and career goal modification for personal and professional growth. *(K,R)*
9. I can compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development). *(K,R)*
10. I can recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential. *(K)*
11. I can develop components of a personal portfolio. *(K,S)*
12. I can demonstrate process for obtaining employment. *(K)*

Benchmark 2:
Utilize local resources to research career plans.
Learning Targets (*Type*):
1. I can identify local resources to develop career plans. *(K)*
2. I can contact my school career counselor or teacher to pursue career pathways. *(S)*

Benchmark 3:
Recognize the interrelationships of family, community, career, and leisure roles.
Learning Targets (*Type*):
1. I can describe the importance of balance between family and community in regards to career and leisure activities. *(K)*
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. *(R)*

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)
Benchmark 1:
Prepare a budget and keep financial records.
Learning Targets (*Type*):
1. I can research and report cost of materials and time. *(R,S)*
2. I can document financial inputs and outputs. *(S)*
3. I can identify the necessity to maintain accurate financial records. *(K)*
4. I can stay within a fixed budget. *(S,P)*

Benchmark 2:
Prioritize, allocate time, prepare and follow schedules to complete a project.
Learning Targets (*Type*):
1. I can estimate the required time to complete a project. *(R)*
2. I can prioritize resources, equipment and tasks. *(R)*
3. I can reflect upon completion. *(K)*

Benchmark 3:
Apply appropriate time to task.
Learning Targets (*Type*):
1. I can implement a time schedule for task completion. *(S)*

Benchmark 4:
Use physical resources wisely to accomplish a goal.
Learning Targets (*Type*):

1. I can identify the resources necessary to accomplish the task. *(K)*
2. I can maintain the tools of the trade. *(S)*
3. I can maximize the use of my resources. *(S)*

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.
Benchmark 1:
Demonstrate active leadership skills by participation in group activities and projects.
Learning Targets (*Type*):
1. I can investigate various leadership styles. *(R)*
2. I can apply leadership styles in group activities and projects. *(R)*
3. I can understand roles and responsibilities of team members. *(K)*
4. I can recognize characteristics of effective teams. *(K)*
5. I can classify the roles and responsibilities of various health care team members. *(K)*
6. I can recognize methods for building positive team relationships. *(K)*
7. I can analyze attributes and attitudes of an effective leader. *(K,R)*
8. I can recognize factors and situations that may lead to conflict. *(K)*
9. I can apply effective techniques for managing team conflict. *(K)*
Benchmark 2:
Demonstrate positive personal and work ethics.
Learning Targets (*Type*):
1. I can show up for class and work on time. *(S)*
2. I can develop personal and work related goals. *(K,P)*
3. I can describe ethical behavior in the workplace. *(K)*
4. I can differentiate between morality and ethics. *(K,R)*
5. I can compare personal, professional, and organizational ethics. *(K,R)*
6. I can recognize ethical issues and their implications related to healthcare. *(K)*
7. I can differentiate between ethical and legal issues including confidentiality. *(K,R)*
8. I can apply ethical behaviors in healthcare. *(K)*
9. I can apply procedures for reporting activities and behaviors that affect health, safety, and welfare of others. *(K)*
Benchmark 3:
Demonstrate skills to be a productive citizen.
Learning Targets (*Type*):
1. I can develop professional relationships with community members. *(S)*
2. I can contribute to my community in a positive manner. *(S,P)*
Benchmark 4:
Apply self-esteem building practices.
Learning Targets (*Type*):
1. I can define and provide evidence of my strengths in my career interest areas. *(K,S)*
2. I can persevere through set backs and stay focused on my goals. *(S)*
Benchmark 5:
Demonstrate appreciation for diverse perspective needs and characteristics.
Learning Targets (*Type*):
1. I can develop a working relationship with diverse populations. *(S)*
2. I can demonstrate communication skills that contribute to positive relationships. *(S,P)*

3. I can work to understand diverse points of view. *(P)*
4. I can demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups in various settings. *(K,R,S)*
5. I can understand religious and cultural values as they impact healthcare. *(K,R)*
6. I can demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups. *(K,R,S)*

Benchmark 6:
Practice several methods of effective communication.
Learning Targets (*Type*):
1. I can demonstrate good listening skills. *(K,S)*
2. I can effectively communicate verbally through collaborative projects. *(K,S)*
3. I can develop quality written professional communications. *(S,P)*
4. I can interpret verbal and nonverbal communication. *(K,S,R)*
5. I can recognize barriers to communication. *(K,R)*
6. I can report relevant information in order of occurrence. *(K)*
7. I can report subjective and objective information. *(K,R)*
8. I can recognize elements of communication using a sender-receiver model. *(K)*
9. I can apply speaking and active listening skills. *(K,S,P)*
10. I can analyze communications for appropriate response and feedback. *(K,R)*
11. I can recognize elements of written and electronic communication (spelling, grammar, formatting and confidentiality). *(K)*
12. I can organize technical information and summaries for planning written documents. *(K,R)*

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.
Benchmark 1:
Practice technical skills and procedures required for an occupation.
Learning Targets (*Type*):
1. I can use roots, prefixes, and suffixes to communicate information. *(K)*
2. I can use medical abbreviations to communicate information. *(K)*
Benchmark 2:
Practice safe and appropriate use of technology.
Learning Targets (*Type*):
1. I can demonstrate methods of fire prevention in the health care setting. *(S)*
Benchmark 3:
Select the appropriate tools, equipment, and procedures for the task.
Learning Targets (*Type*):
1. I can identify tools and equipment used in health care. *(K)*
Benchmark 4:
Manage and maintain technological tools and follow troubleshooting protocol.
Learning Targets (*Type*):
1. I can demonstrate the proper way to use and store tools and equipment in healthcare. *(S)*
Benchmark 5:
Apply technical information to a variety of sources.
Learning Targets (*Type*):

1. I can create a project using a PowerPoint presentation, research paper, poster, pamphlets, or brochure. *(P)*

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.
Benchmark 1:
Practice and demonstrate academic and technical skills to a workplace setting.
Learning Targets (*Type*):
1. I can practice, and demonstrate my technical workplace skills in my school lab. *(S)*
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. *(R,S,P)*
Benchmark 2:
Apply the concepts of entrepreneurship.
Learning Targets (*Type*):
1. I can explain the concepts of entrepreneurship. *(K,S)*
2. I can demonstrate the concepts of entrepreneurship through a unique project. *(R,S)*
3. I can present my unique project to an authentic audience. *(S,P)*
4. I can analyze legal responsibilities and limitations. *(K)*
5. I can explain practices that could result in malpractice, liability, and/or negligence. *(K)*
6. I can apply procedures for accurate documentation and record keeping. *(K,R)*
7. I can interpret healthcare facility policies and procedures. *(K,R)*
8. I can apply standards for the Health Insurance Portability and Accountability Act (HIPAA). *(K,R)*
9. I can recognize common threats to confidentiality. *(K,R)*
10. I can summarize the Patient's Bill of Rights. *(K)*
11. I can understand informed consent. *(K)*
12. I can compare licensure, certification, registration, and legislated scope of practice. *(K,R)*
Benchmark 3:
Identify possible outcomes and consequences of decisions.
Learning Targets (*Type*):
1. I can identify possible consequences of carelessness and horseplay. *(K)*
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). *(R)*
3. I can describe responsibilities of consumers within the healthcare system. *(K)*
Benchmark 4:
Use acceptable industry standard equipment in a school setting.
Learning Targets (*Type*):
1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. *(S,R,P)*
2. I can discuss common methods of payment for healthcare. *(K)*